

THE PHILLIPS ACADEMY SUMMER SESSION 1992



*Fiftieth Anniversary of
1942-1992
Service and Innovation*

STATEMENT OF PURPOSE

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic, and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.



The 1992 Phillips Academy Summer Session

2 July–12 August



Donald W. McNemar, *Headmaster*
Elwin Sykes, *Director*
Maxine Grogan, *Dean of Admissions*
David B. Pottle, *Dean of Students*
Ruth F. Quattlebaum, *Dean of Students*

Phillips Academy
Andover, Massachusetts 01810-4166
(508) 749-4400

DIRECTORS OF
SUMMER SESSION

1942-1992

Wilbur J. Bender
1942

Alan R. Blackmer
1943-1944

Frank Benton
1945-1947

Floyd Humphries
1948-1950

Richard Pieters
1951-1953

Stephen Whitney
1954-1956

Stephen Sorota
1957-1959

Robert Hulburd
1960-1962

Harold Owen
1963-1965

Frederick Peterson
1966-1968

Ronn Minné
1969-1970

Jerry Foster
1971-1973

Meredith Price
1974-1975

James Bunnell
1976-1984

Phyllis W. Powell
1985-1989

Elwin Sykes
1990-

50th Anniversary

50th ANNIVERSARY HIGHLIGHTS

1942 – 197 Boys attend first Summer Session at Phillips Academy

1964 – Girls and boys attend first co-ed Summer Session

1964 – Teaching Assistants become essential to academic and extracurricular life of Summer Session

1971 – Competence in Reading and Writing Program based on nationally recognized winter session effort by English Department

1976 – Chamber Music Program

1976 – English as a Second Language Program includes 14 boys, 14 girls in first summer.

1977 – The Mathematics and Science for Minority Students (MS)² Program has its first session (12 boys, 14 girls)

1982 – Intensive Studio Art

1985 – OCEANS Program begins (9 boys, 9 girls)

1991 – Earthlens Program

1992 – Dramaworks

CONTENTS

6	The Place	17	Encounter Program
8	Phillips Academy Summer Session	18	Medical Care
9	Dormitory Life	18	Religious Services
9	Day Students	19	Tuesday Colloquia
10	Discipline	19	Winter Session
11	Academic Requirements	21	Course Descriptions, Majors
11	Course Selection	39	OCEANS Program
11	Grades	42	Course Descriptions, Minors
11	Academic Standards	52	Admissions
12	Academic Credit	53	Scholarships
12	Music Lessons	53	Spending Money
13	(MS) ² Program	53	Expenses (Tuition, Board & Room)
14	Intensive Studio Art	55	Students of 1991
14	Off-Campus Excuses	69	Faculty of 1991
14	Work Program	73	Enrollment and Geographic Distribution
14	Dress	74-75	Campus Map & Index of Buildings
11, 15	Homework	76	Index of Courses
15	Morning Break	79	General Index
16	Daily Schedule	78	Application Instructions
16	Afternoon Activities	79-88	Application Forms and Envelope
16	College Counseling		Andover Area Map & Travel to Andover
17	Off-Campus Trips & Tours		Application Postal Cards (on back cover)



This 50th Anniversary Catalogue is dedicated to

Mr. Joseph Wennik

who directed the Afternoon Activities Program for 12 years. Although Mr. Wennik's new appointment as Director of Alumni and Parent Affairs in the Office of Academy Resources precludes his continuing in the Summer Session, for many summers we will reap the fruit of his vital efforts.

From the Director

Conceived in response to a national crisis, the Summer Session is, fifty years later, yearly reconceiving itself in response to national crises. Although fifty years is equal to less than a fourth of Phillips Academy's history and although our efforts are modest relative to the crises facing our country and to the year-long school's efforts, the Summer Session offers its students six weeks of intensive academic and personal growth—growth that can certainly make a difference beyond the limits of this program and this campus. In its semicentennial, the Summer Session is undaunted in its commitment to having school, even in the summer, and to acknowledging and responding to young scholars and the ideas that will challenge them and be the source of their greatest rewards.

This Summer Session, in what we hope is only its first “middle age,” has many facets: demanding classes, invigorating afternoon activities, engaging trips to colleges and to cultural activities, and welcoming dormitories that prep students for collegiate residential life. The facets, polished for fifty years, have two foils that make brilliant both the opportunities and the students who are well matched gems here. High academic standards and strict residential norms make the brightest moments possible. The Summer Session faculty and staff care enough to be firm as well as supportive as our students strive to achieve academically and grow personally amidst the seasonal expectations of rest and play that typically define summer. Here for six weeks, students with impressive academic goals prepare for the rigour of the best colleges and for the rigour of thriving and serving in our complex world.

In a 1942 pamphlet, the first director of the Summer Session, Wilbur J. Bender, put forth this galvanizing mandate for future Summer Session students:

Our country is fighting for its very life, and . . . every value we hold dear is at stake. Everyone of us has a responsibility to do, or to get ready to do, whatever we are best-fitted for. This will be no summer for gilded youth to loll on yacht club floats or function solely as drug store cowboys. The . . . Summer Session will offer a unique opportunity to prepare intelligently for effective national service.

Although the context has changed and although other youthful pastimes obtain today, there is still much cause for the Summer Session to have clear academic purpose and high regard for the



societal problems that etch the academic, social and economic fronts today.

The academic standards are high, the rules are strict, but the teachers, TAs, and staff are committed to serving each student and to making the Summer Session a place of learning and of joy.

Elwin Sykes
Director

The Place

Phillips Academy, Andover, is the oldest incorporated boarding school in the nation, now in its 214th year. From its beginning the Academy has been open to youths from all sections of the country and from abroad, seeking always to develop in its students sound scholarship, character, and self-reliance in a tradition of national service and devotion to democratic ideals.

The buildings and facilities of the Academy are located on 450 acres of landscaped campus. Particularly noteworthy are the Addison Gallery of American Art, the Peabody Museum of Archaeology, the Moncrieff Cochran Sanctuary, the Arts and Communications Center, the 101,000-volume Oliver Wendell Holmes Library, and the impressive athletic complex. In addition are Phillips Academy's six classroom buildings: Charles Bulfinch Hall (English), Thomas Evans Hall (Sciences), William B. Graves Hall (Music), Samuel F. B. Morse Hall (Mathematics and Computer), Eliphalet Pearson Hall (Classics), and Samuel Phillips Hall (History and Modern Foreign Languages).

At the center of Andover's intellectual life is the newly restored Oliver Wendell Holmes Library, named after the famous doctor and poet who was a member of the class of 1825. The building, which consists of the original 1930 structure of 30,000 square feet and an addition of 30,000 square feet completed in 1988, contains the Academy's main library collection. The stacks are open to students. In addition to academic work, students and teachers use the library collections to explore new fields of interest and to read casually. The library subscribes to over 260 American and foreign periodicals and to daily papers from cities throughout the country. A microfilm file of *The New York Times* is available. Particular library treasures are the Jansson Atlas, printed in Amsterdam in 1657, papers and books of Oliver Wendell Holmes, and one of the world's leading collections of

Vergiliana. The facility also houses the Academy's Computer Center.

The Computer Center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses two computer classrooms and a third lab filled with an array of Macintosh, Apple IIe and Zenith (IBM compatible) computers, Imagewriter, Laserwriter, and various other letter quality printers. A wide range of software is available, and instruction in computer usage is provided.

The town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor to Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and



townspeople on the Old Training Field, now the site of the Fuller Memorial Carillon Tower. Paul Revere engraved the school seal; John Hancock signed its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.

The Phillips Academy Summer Session

The teaching faculty, composed of teachers from Phillips Academy and other private and public schools and colleges, have been selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of some 50 Teaching Assistants, recent college graduates, whose enthusiasm for learning serves students as a model for serious but joyful intellectual inquiry. Teaching Assistants work in the classroom, assist in Afternoon Activities, and serve as advisors in the dormitories. The faculty offer courses which challenge and extend the intellectual, aesthetic, and ethical interests of able students from public and private secondary schools. All courses demand rigorous application, while many offer subjects or approaches rarely found in the conventional high school curriculum. Average class size last summer was eleven. (Projected average class size for 1992 is 13.)

Students may choose a course or courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should take note that **the Summer Session's courses are for strongly motivated students**. Given the professional qualifications of the instructors and the high caliber of the students, all courses proceed rapidly and probe deeply; the advanced courses are conducted at the Advanced Placement college level.

One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students, who represent an extra-ordinary diversity of geography, religion, race, and economic circumstances. In 1991 the 769 students (347 boys and 422 girls) came from 45 states, the District of Columbia, Puerto Rico and 33 foreign countries; 26 percent were granted full or partial scholarships.

Dormitory Life

Summer Session “graduates” invariably point to their dormitory experience as a source of learning and enjoyment. Students who, within a year or two, will have to make the adjustment to living on a college or university campus, learn through dormitory life at Phillips Academy to respect the rights of others. Equally importantly, they learn how to set priorities for work and play. The combination of one Major and one Minor course means that each student spends at least three hours per day in the classroom six days a week with a greater number of hours spent in daily preparation, usually in the dormitory, but also in the Library, Computer Center, Art Studios, or Writing Center.

To assist students in this living and learning experience, each dormitory is staffed by a House Counselor, an adult whose sensitivity to student concerns is balanced by a commitment to maintain an atmosphere in which hard work can be performed effectively. Teaching Assistants serve as a second adult presence in the larger dormitories.

Since living closely with other young people of widely differing backgrounds is one of the most rewarding experiences of the Summer Session, **requests for friends as roommates are not honored.**

The Summer Session does not allow room visiting to the opposite sex. Most dormitories have Common rooms where students may socialize in the free time before Study Hours commence at 8 p.m. The Ryley Room, the campus snack bar and lounge, is also available at hours listed in the *Student Handbook*.

House Counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities, and act as their advisors. They write reports on the overall performance of each student at the end of the Session.

Unlike grades and Teachers’ Reports, House Counselor Reports are not part of the student’s Summer Session transcript; they are solely for the information of parents.

Day Students

The Summer Session welcomes Day Students who live within a reasonable commuting distance. Day Students are expected to maintain the full Summer Session commitment to class and activity schedules. A Day Student’s commuting schedule should accommodate both the daily expectation of prompt class attendance to the Major Course at 8:00 a.m. and occasional required attendance at a lecture, movie or poetry reading in the evening. There is an all-school meeting at 9:00 a.m. on the 4th of July, but no required appointments the rest of the day.



Discipline and Individual Responsibility

The Summer Session assumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions, whether or not those actions are explicitly covered by the rules.

Students may not haze or in any way show disrespect for any individual's race, class, or gender. Students may not gamble or purchase, possess, or use alcohol, drugs, or drug paraphernalia. For health and safety reasons, the **Summer Session does not permit smoking on campus**, either inside or outside the dormitories. Students are held financially responsible for any damage or abuse of school property. Cheating and academic dishonesty of any kind break the bond of trust between student and faculty and cannot be tolerated.

The *Student Handbook*, sent to admitted students, spells out the fundamental rules of the Summer Session. These rules are few, but essential to the health of the community. Students who show themselves unwilling to conform to the rules or who jeopardize the welfare of others are dismissed. To crystallize the "contract" between the Summer Session and its students and their parents, admitted students and their parents must sign a "letter of agreement." This letter is required of all who attend Phillips Academy, winter or summer.

Academic Requirements
Majors and Minors

The course load for each student is 18 hours of class work a week. The requirement is fulfilled by taking either a 12-hour Major course and a 6-hour Minor or by taking one 18-hour course. Since, in general, at least two hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with the 18-hour program. Exceptions: By its special nature, Intensive Studio Art requires 32 hours a week in the classroom. OCEANS and Dramaworks are also more demanding than the basic 18-hour program.

Selecting Courses

Students should select their courses with care, noting any pre-requisites, and they should list alternate choices in order of preference. Serious consideration of course choices will minimize the need for unnecessary and usually impossible course changes. It is important that our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choices of courses. Once students arrive here, a course change is made only because a teacher recommends it. On the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; on the other hand, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular courses. **Students whose first language is not English should consult the International Student Information Sheet for additional course selection guidelines.**

Grades

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6 High Honors	100-93
5 Low Honors	92-85
4 Good	84-77
3 Satisfactory	76-69
2 Minimally Passing	68-60
1 Failure	Below 60
0 Low Failure	Below 40

Academic Standards

The standards for evaluating a student's performance in the Summer Session are the same as for those who attend Phillips Academy in the wintertime. Standards are high, but no dedicated student ought to fear to accept the challenge.

Academic Credit

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they may not fulfill the requirements of the student's home school. Applicants must, therefore, check to see what their schools will accept.

We recommend that schools give equivalent credit for any of our Summer Session courses in which students earn a grade of 3 or better—the higher the grade, the more enthusiastic our recommendation.

Upon written request, the Summer Session gladly forwards grades and a copy of the teachers' final comments to the student's home school. The Summer Session will also forward transcripts (teachers' reports with grades on them) to colleges upon receipt of a written request accompanied by a \$2 fee for each transcript.

The Writing Center

To support students, most of whom have regular writing assignments in their courses, the Writing Center offers individual conferences to work on specific assignments.

Music Lessons

Private lessons on nearly every instrument of a Chamber Music Orchestra, as well as on guitar and some instruments used only in symphonic music, are available on a non-credit basis for an additional fee (\$20 per half hour lesson).

Please note that music and voice lessons are not Major or Minor courses, nor are they taken in lieu of Afternoon Activities. Music lessons are extracurricular, individual, and private.

Music fees should be paid directly to the instructor after sign-up at registration.





**(MS)²: Math and Science
for Minority Students**

In response to their under-representation in mathematics and science professions, the (MS)² Program, Math and Science for Minority Students, offers African American, Hispanic/Latino, and Native American students three consecutive tuition-free summers of intensive study at Phillips Academy. Ninth grade African American and Hispanic/Latino students from specific communities: Atlanta, Baltimore, Boston, Chicago, Cleveland, Dayton, Fort Worth, Louisville, Memphis, New York and Washington, D.C., and Native American students are selected on the basis of their superior ability and strong interest in mathematics and science, as well as financial need. In order to achieve the goal of the (MS)² Program, which is to prepare its students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine, (MS)² students follow a rigorous, three-summer sequence of courses in math and science, reinforced by an English composition component. (MS)² students are able to participate fully in Summer Session dormitory life and the Afternoon Activities program, though their course load is different from and heavier than that of other Summer Session students. For applications and information contact directly Mr. Walter Sherrill, Director; or Mrs. Sharon Hill, Administrative Assistant, (508) 749-4402 before 1 January 1992.

Intensive Studio Art

The Summer Session offers a special program for promising students of the Visual Arts. This unusual opportunity provides an intensive and thorough preparation for Advanced Placement portfolios in Ceramics, Photography, Painting, Printmaking, Computer Graphics, and Sculpture.

Intensive Studio Art students have the same daily schedule as the rest of the student body, but their academic work is singularly and exclusively in the field of art. See page 21 for more information.

Off-Campus Excuses

With written permission from their parents and from the Summer Session, students may (except on the first weekend) leave campus on Saturday or Wednesday afternoon or on Sunday, or they may make a weekend overnight visit (Saturday night) to their own home or to a friend's. An invitation from an adult is required if the student is to be overnight at a friend's. Overnight Excuses expire at 8:00 p.m. Sunday, Day Excuses at 8:00 p.m. on the day of the excuse. **No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday. Unauthorized absence from campus results in dismissal.**

The Work Program

The Academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories, and students must also take a brief turn at scullery duty in the kitchen and dining hall.

Dress

Boys and girls dress informally but with a sense of propriety; although coats, ties, and dresses continue to appear, there is no dress code.

Study Hours

There are many short periods in the daily schedule when students can study, but the bulk of their homework is customarily accomplished in the evenings after 8:00 p.m. Whether studying in their dormitories, the Library, the Photo or Language Laboratory, the Art Studio or the Writing Center, students are required to keep these evening hours **quiet and in every way conducive to study.**

Morning Break

The daily school break from 10:00 to 10:30 a.m. is intended to be an opportunity for students and faculty alike to talk informally over fruit, milk, and other treats. Often it is also the occasion for school announcements or entertainment.



The Daily Schedule

	7:15	Breakfast
8:00 – 10:00		Major course classes
10:00 – 10:30		Morning Break
10:30 – 11:42		Minor course classes*
11:50 – 1:02		Minor course classes*
11:40 – 1:40		Lunch
1:35 – 2:55		College Workshops**
3:05 – 5:05		Afternoon Activities**
5:00 – 6:30		Dinner
	8:00	Evening Study begins
	10:00	Students in their dorms
	11:00	Students in their own rooms

*No Minor Course classes on Wednesday

**Not applicable on Wednesday and Saturday

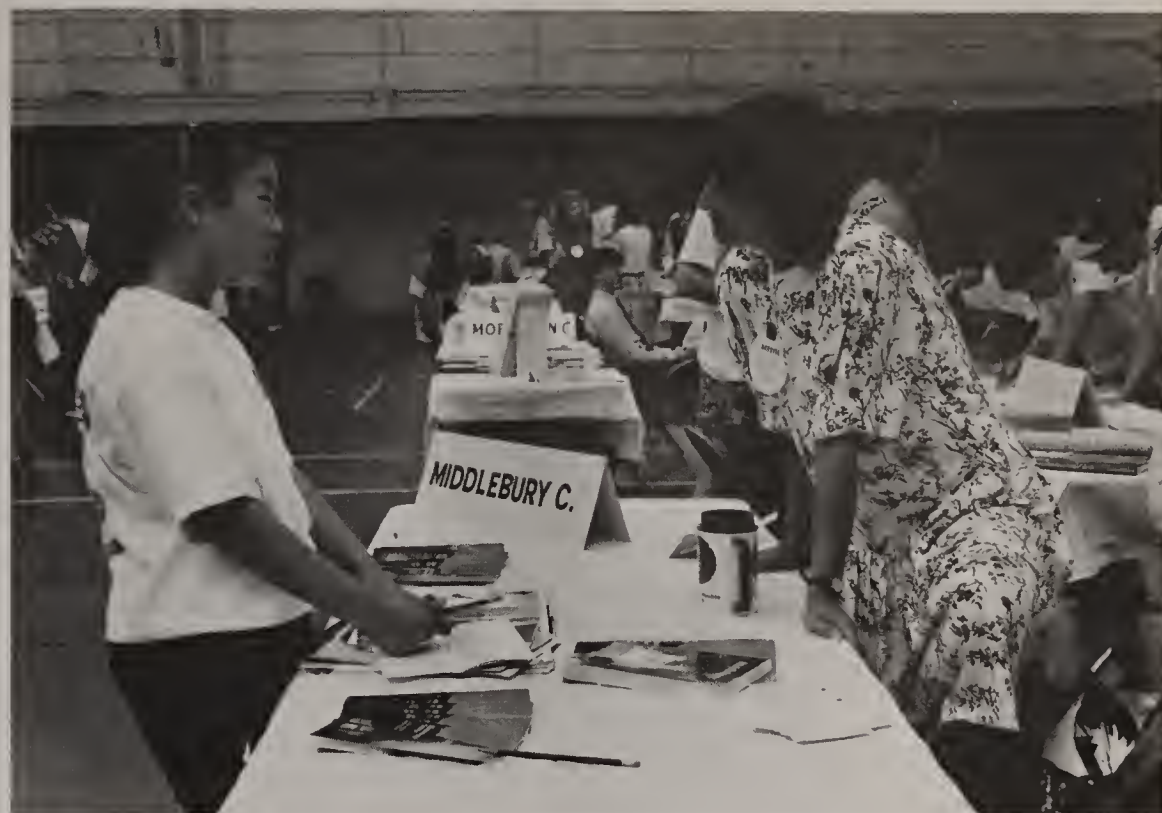
Afternoon Activities

The Summer Session has a strong instructional and recreational program. Such activities as basketball, tennis, swimming, soccer, styxball (a coed hybrid of boys' and girls' lacrosse), softball, volleyball, weight training, aerobics, modern dance, physical fitness and squash are offered. All activities are coed. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

Of additional interest are a number of activities not always available in secondary schools. One of the most popular is "Encounter" (see next page). (Also, see application in back of catalogue for complete list of Afternoon Activities.)

College Counseling

A special feature of the Summer Session is a series of workshops on both general and specific topics relating to college admissions. Some of the 1991 workshops covered: "How to Write a Great College Essay," "Intro to the PSAT, SAT and Achievement Tests—What They Are, Why Students Take Them, and How Colleges Use the Results," "How Competitive Colleges Select Students and Make Admission Decisions" and "College Financial Aid—What It Is and How To Apply For and Receive Need-Based and Merit-Based Financial Help." In mid-July the College Day brings close to 100 college representatives from around the nation to campus to meet with students. A full-time College Counselor sets up these events and is available for individual student conferences.



Trips and Tours

Special trips and tours offer travel to Red Sox baseball games, to the beach on Sundays, to nearby college campuses, to Portsmouth, NH, for whale watching off the coast, to Tanglewood concerts, etc.

Beach trips are partially supported by the Summer Session and cost the student \$5 per trip, but the full expense of the other special trips is passed on to the students at prices that cover all costs. Those availing themselves of several such opportunities may well need more than the usual \$400 to cover personal expenditures. (Please do not bring credit cards or large sums of money. Small weekly checks from home and made payable to "Trustees of Phillips Academy" can be cashed in the Summer Session Office if a student has an ID card.)

Encounter

In recent years, the Summer Session has developed an outdoor education program called Encounter, which is available as an Afternoon Activity. It is directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Encounter is a series of physical and psychological challenges—compass-bearing hiking, rappelling, and obstacle course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation. Popularity requires that Encounter be given twice, in three-week segments, to allow the largest possible enrollment.

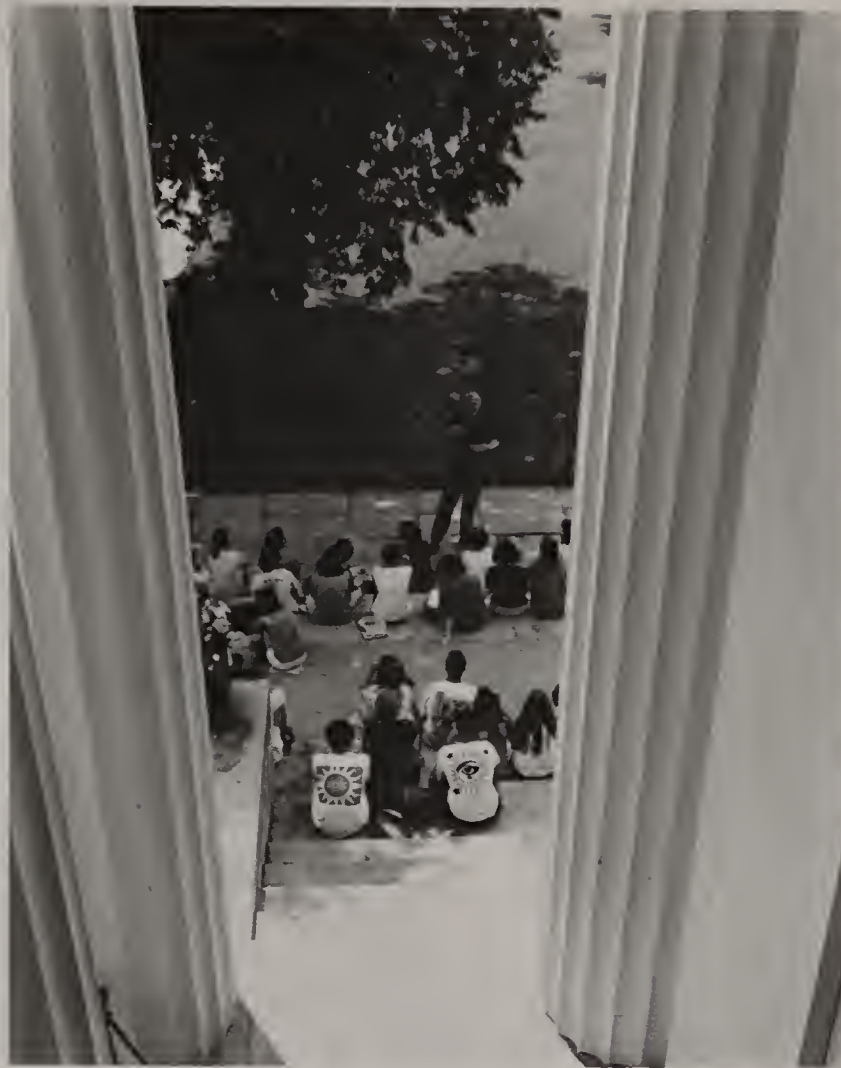


Medical Care

The Isham Infirmary of Phillips Academy is licensed as a hospital by the Commonwealth of Massachusetts. Registered nurses are on duty at all times, and in addition to usual office hours a physician is always on call. All minor illnesses and injuries are treated at Isham by the infirmary staff. Parents are responsible for the cost of medical consultations, prescription drugs, dental care, X-rays, special laboratory tests, outpatient surgery, and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Most family medical insurance plans will meet at least some out-patient and in-patient charges. An excess insurance policy, designed to cover ineligible charges and amounts credited to deductibles under primary insurance, is included in tuition cost. (Cost is kept minimal through inclusive enrollment.) Full details are sent after acceptance. Students must provide proof of insurance in order to register for the session. If the student is not covered by a primary health plan, short-term plans are available through many companies and information on one such plan can be obtained from the Summer Session Office. Students at Summer Session are not required to have routine physical examinations done if they are in good health. **If significant health problems or hazards, such as allergies, exist, they MUST be reported and accompanied by current evaluation and recommendations by the appropriate physicians.**

Religious Services

Protestant churches of several denominations, a Roman Catholic church, and a Jewish Reform temple in the town of Andover welcome students of the Summer Session for worship; ecumenical services are also held weekly by the Chaplain in the Academy's Kemper Chapel.



Tuesday Colloquia

Faculty members organize and lead weekly colloquia on contemporary socio-ethical issues. These meetings, held Tuesday evenings from 6:45 to 7:45 p.m., feature speakers or movies or both on a controversial event or attitude. Brief discussion follows each presentation. The colloquia are open to all who wish to attend.

Winter Session

Admission to the Summer Session is separate from Winter Session admission. Students already admitted to the Winter Session need the permission of the Winter Session Dean of Admission to attend the Summer Session prior to their first September on campus. Note that the Winter Session has an application deadline of February 1 and an admissions deadline of March 10. Those interested in attending the Winter Session should contact the Director of Admission, Phillips Academy, Andover, MA 01810-4166, (508) 749-4050.



Description of Courses

In sequential subjects such as mathematics and foreign languages, prerequisites for admission are listed in the course description to enable students to place themselves as accurately as possible at the appropriate level. To the right of the title of each course appears the grade level(s) which the student should be entering in order to enroll in the course.

Major Courses

THE VISUAL ARTS

Intensive Studio Art

All Grades

32 Hours

This program is designed for the very serious student who is eager to explore many possibilities in visual media and expression. Due to the intensity of this program, students should not expect to have as much free time for extra-curricular activities as students in other Summer Session programs. Students devote 20 hours per week to basic visual studies: 2-D design, drawing, photography, 3-D design and Art History. This study is enhanced through the use of computer graphics. An additional 20 hours per week are spent concentrating on one of 6 studio areas: sculpture, printmaking, photography, ceramics, computer graphics, or painting. Visits to Boston art collections supplement the studio program. (There is a \$100 fee for materials— to be paid by tuition payment deadline.)

Facilities

- The Ceramics Studio is furnished with 13 wheels, several kilns for many types of firing both stoneware and porcelain, and chemicals and equipment for making one's own glazes.
- The Sculpture Studio is equipped for working in metal (brazing and welding), plastics, wood, plaster, and mixed media such as kinetics.
- The Printshop provides for most methods of intaglio, relief, collograph, and silkscreen including the photographic processes.
- The Photography Labs offer twelve professional enlargers and corresponding equipment for chemicals.
- Several computers are available for a wide variety of computer graphics techniques.
- All resources of Phillips Academy's Addison Gallery of American Art, Audio-Visual Center, and the Oliver Wendell Holmes Library are available in addition to weekly visits to Boston museums and galleries.

Advanced Placement

Intensive Studio Art is an excellent opportunity for the ambitious student to develop a portfolio for Advanced Placement in Studio Art, which of course can lead to advanced standing, credit in many liberal arts colleges and art schools, and bypassing freshman foundation courses.

Admissions Portfolio

The program welcomes applications from both students with little previous studio training, and also those who are more experienced. **An eagerness to study art intensively is the primary qualification.** Applicants should submit slides or photographs of at least 5 examples of art work along with the Summer Session application forms. **Please do not send original art work.** The application portfolio will be returned only if accompanied by a return envelope with postage. The school cannot accept responsibility for loss or damage, however.

MAJOR COURSES

DRAMA

DRAMAWORKS

DRAMAWORKS, an intensive program for the young actor or designer, broadens horizons through hands-on work in a chosen field of study. The program has its own daytime schedule which equates to two majors. The mornings are spent in the classroom, a brand new state-of-the-art two-theatre complex, and the afternoons are devoted to production time. Throughout the session students prepare their own projects as they participate in the preparation and performance of the culmination of the program: a full scale musical theatre production.

The students' work is shown in a scene festival the third week, a dance recital the fourth week and a design showing throughout the final production; all are open to the general public.

The applicants choose one of the following courses of study, which determine both their morning classes and the focus of their production time. Following the course title is the number of students accepted for that area of study.

Acting – 12 students

Dance – 7 students

Lighting and Sound Design – 6 students

Scenic Design and Construction – 6 students

Costume Design and Fabrication – 5 students

Candidates for Dramaworks need to submit the following in addition to the normal application materials:

Acting Applicants: A video audition of no more than ten minutes containing two contrasting (for example, comedic and tragic) monologues and one song of any type showing vocal ability.

Dance Applicants: A video audition of no more than ten minutes presenting as many dance styles as possible as well as one song of any type showing vocal ability.

Design Applicants: A portfolio including any evidence of previous design work (i.e., slides, photos, drawings, additional letters of recommendation, etc.). Please do not send original art work. The application portfolio will be returned only if accompanied by a return envelope with postage. The school cannot accept responsibility for loss or damage.

For all Dramaworks students there is a \$600 lab fee— to be paid by tuition payment deadline.

Note: Drama courses may be taken by DRAMAWORKS students ONLY.

DRAMA

Acting

All Grades

22 Hours

This is an intensive course in acting theory and practice for the high school student with performance experience. Improvisation, character development and movement are emphasized. All students perform in a mid-session scene festival and are cast in the end-of-session musical.

Dance

All Grades

22 Hours

This course emphasizes dance for the musical theatre. Elements of jazz, ballet, modern and tap are employed. Students perform in a mid-term dance recital as well as the final musical production. All students are expected to have a broad background in movement and a strong motivation to develop their abilities.

DESIGN

Students of design and fabrication, in addition to their design projects, design and build all productions for the session. These productions include *The Scene Festival*, *The Dance Recital* and *The Musical*. This intensive program for design students takes participants far in their chosen field.

**Lighting and Sound:
Design and Execution***22 Hours***All Grades**

The ability to create an atmosphere for a theatrical production using lighting and sound, along with knowledge of available technology, allows a designer to take an audience anywhere—at anytime. We deal with the subtleties that make or break a show—effects that are taken for granted when they are well done, but sorely missed when absent!

Students use digital recording equipment in conjunction with MIDI systems and computer-aided lighting design and control. In our new state-of-the-art theatres we give high school students the rare opportunity to design and work in fully operational, professional quality performance spaces.

Prerequisites: some knowledge of basic electrical theory and exposure to lighting and sound equipment. Some computer (Macintosh) experience will prove helpful.

**Costume Design and Fabrication***22 Hours***All Grades**

Outside of professional or advanced-academic circles, costuming is a vastly underrated and little-understood art form. Most students of costuming begin their studies in college. Our facilities enable us to stress costuming on a professional level early in a costumer's training.

We emphasize both design theory and fabrication. History, which plays a great role in the theatre, is researched exhaustively in the course of designing a period production. Students study color, texture and dye techniques as well as mask and hat making. We teach costume construction on any of four different industrial sewing machines.

No experience is necessary for this class, only a proven design sense in previous artistic endeavors and enthusiasm for a vital arm of theatrical design.

Scenic Design and Construction*22 Hours***All Grades**

Scenic design has, in recent years, come to rely more and more on expanding technology. Using this technology, this class is "hands on" in respect to both the design and the building processes.

Students should have a basic familiarity with shop tools (screw guns, tablesaws, etc.) and a rudimentary understanding of construction. Previous design (art) experience is recommended.

We utilize a brand-new scene shop with state-of-the-art equipment. Design classes include training on a 3-D computer-aided design system. Some computer experience (Macintosh) will prove helpful.

MAJOR COURSES

ENGLISH

Writing Program

Competence in Writing

10-12

12 Hours

Competence is an intensive course in the elements of composition. Competence students learn how to develop and focus their writing, and they are introduced to the rhetorical patterns and grammatical tools necessary to write clearly. Students learn the elements of the paragraph, the importance of effective organization, and the need for careful revision. By summer's end, each student will be capable of writing a cogent, convincing multi-paragraph essay.

Weekly vocabulary lessons, a review of some points of grammar, and an introduction to word processing in the Academy's Computer Center are important parts of the course. Students also read non-fiction essays as examples of good writing.

Speech and Debate

All Grades

12 Hours

In a survey, 3,000 Americans were asked what in the world they dreaded the most. Public speaking came in first—ahead of death! This course is designed to reverse that situation at the least.

This course concentrates on public speaking as a whole rather than on competitive debate in particular. Students are taught to improve both the delivery and the content of their public speaking, whether they are simply reading aloud, speaking "off-the-cuff," writing for the spoken word, delivering rhetorical and persuasive speeches or entering into formal debate.

Students learn not only by formal instruction in class, but also by close analysis of speakers as diverse as Woody Allen, Garrison Keillor, Abraham Lincoln, John F. Kennedy and Martin Luther King. Texts, audio tapes and video are all examined. Most



importantly, however, students write, revise and speak extensively for themselves in a demanding yet encouraging classroom atmosphere.

By the end of the course, students learn not only that speaking in public is infinitely preferable to death, but more significantly that they have developed a skill which will serve them invaluable for the rest of their lives.

Critical Reading and Writing Across the Curriculum

11-12

12 Hours

This intensive writing course is designed for students who have mastered basic writing skills and are now ready to confront college-level material. Working with sources from a variety of disciplines, students master the skills of summary, critique, and synthesis. By writing summaries, students learn to distill the essence of an author's argument; they then evaluate the validity of that argument in written critiques, which sharpen their analytical skills. Students finally learn to develop their own arguments, incorporating several sources into their essays and yet going beyond any one author's assertions. Students should come prepared to revise their writing extensively and to participate in frequent peer-editing workshops.

Creative Writing**11-12***12 Hours*

Open to those who wish to write short stories and poetry, the course emphasizes fundamental techniques in good writing ranging from figurative language to plot structure. The students explore the works of published writers in great detail, concentrating in particular on the problems and solutions which these works illustrate. A reading series involving both poets and fiction writers from the Boston area has recently been established, providing students the opportunity to meet and speak with authors.

Students are required to write daily, both in class and during study hours. Writing assignments are designed to introduce the students to new ideas in writing and to break down barriers young writers frequently have. Much of every class is devoted to discussion of student work sheets and group readings. **Prerequisites are a mastery of basic writing skills, some experience with poetry or fiction, and a serious attitude about writing as a discipline and an art.**

**Writing the Personal Essay****10-12***12 Hours*

One of the marks of a great writer is the ability to say "I am." This intensive writing course encourages students to explore their own power to communicate personal experiences, perceptions and philosophies through their compositions. Through daily journal writing and discussion, students develop their "writer's voice," a vital tool for conveying their words. We tackle the challenges of writing autobiographical sketches, personal observations, critiques, and argumentative essays. Critical readings of personal pieces by authors such as Eudora Welty, Russell Baker, Richard Wright and Virginia Woolf will serve as models of how skillful writers voice their experiences.

This course also focuses on the mechanics of cogent

MAJOR COURSES

writing. Skills of organization, grammar, diction, pacing, and transition are taught and practiced through daily writing assignments. Students learn the benefits of using computers in composing, editing, and storing pieces. In addition to providing a valuable mode of self-discovery, this course assists the student in meeting the demands of writing college application essays.

Literature

Careful Reading and Persuasive Writing 11-12 12 Hours

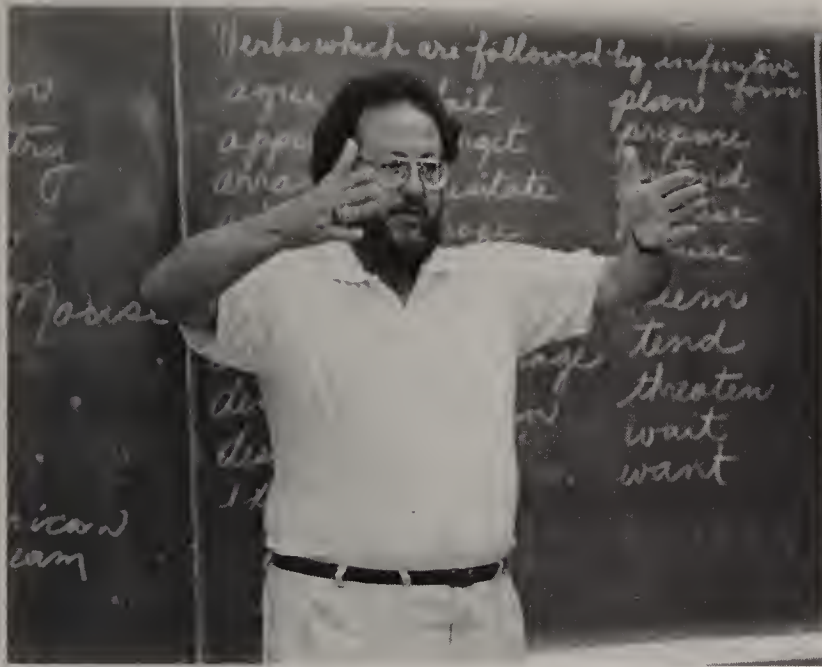
This course is designed for those who have completed a course similar to Competence in Writing, who handle language with ease, and who want to develop greater skills in both interpretation and composition. The work we do not only helps prepare the student for the Advanced Placement examination in

English, but also provides an introduction to college-level material. Drawn from a wide-range of genres and organized by theme rather than chronology, the readings include European as well as British and American works. Emphasis is placed upon careful, critical reading of texts and the planning and execution of precise, persuasive writing based upon that reading. Some basic literary theory is included in the discussions.

In the belief that strong opinions lead to persuasive writing, much of the classroom time is spent in spirited discussion. Frequent writing about the text, in addition to essays written both in class and out, help refine the student's argumentation skills. In the midst of learning what is traditionally acceptable and desirable in exposition, special attention is given to developing the student's own writing style.

Readings include such authors as Milton, Keats, William Shakespeare, William Faulkner, Toni Morrison, James Joyce, Flannery O'Connor, and a Greek tragedy.





Interrogating Great Texts

12 Hours

11-12

The great texts of antiquity present us with images of who we are and what the world we must live in is like, images with which we may want to argue but which are important factors in determining how we look at the world. Greece, Rome, and the Near East have bequeathed us a complex and perhaps contradictory tradition contained in a handful of wondrous tales about murder, lust, revenge, and intrigue which we will examine in terms of their representations of the world and our place in it. The central question of the course, "Do the texts of Homer and Sophocles, Plato and the Old and New Testaments tell us all that antiquity can teach us about what we need to know to live in the twentieth century?" will be altered somewhat to include selections from non-western sources, such as Hindu, Taoist, and Buddhist stories, Native American myths, and West African trickster narratives. Readings will include selections from Homer's *Iliad* and *Odyssey*, Sophocles' *Oedipus Rex*, Heraclitus, Socrates' *Apology*, Apuleius' *Golden Ass*, *Genesis*, *Exodus*, *The Gospel According to Matthew*,

Bhagavad Gita, *Upanishads*, and *Lao Tsu*.

Since this course familiarizes high school students with some of the great writing in the western tradition, no previous knowledge of the classics is necessary.

British and American Women Writers

11-12

12 Hours

This course focuses on major British and American women writers. Through class discussion and writing assignments, students explore the qualities that make these women "major writers" by examining and questioning the criteria established by canonical literature. While students spend some time learning about literary theory as an approach to the literature, class discussions will center on the students' interpretations of the works. The primary objective of this course is to develop each student's ability to analyze literature based on her or his reading of the texts. Therefore, the class devotes the majority of its time to lively class discussions generated by close and in-depth readings of the texts. Such discussions help to sharpen the students' writing abilities and help to prepare students for advanced high school English courses and college literature courses.

Readings include the novels, short stories, essays and poems of such writers as Phillis Wheatley, Jane Austen, Mary Shelley, Emily Bronte, Emily Dickinson, Edith Wharton, Virginia Woolf, Adrienne Rich and Toni Morrison among others.

Modern European and American Fiction

11-12

12 Hours

This course examines works by major European and American writers of modern fiction. Texts are chosen for their power, humor, or style. The course does not attempt to place a single interpretation on such a wide range of writers and their work, but tries rather to discover their strengths (and sometimes their weaknesses) and to determine the techniques and concerns that make them important and that designate them as "modern." Primarily a reading course that

MAJOR COURSES

relies on active and lively class discussion, the course develops students' analytic and expository skills and helps each student to work out his or her own criteria for the intelligent enjoyment of literature.

Readings include such authors as Conrad, Joyce, Lawrence, Woolf, Faulkner, Hemingway, Fitzgerald, Eliot, Kafka, Camus, Ellison, and Solzhenitsyn.

Mythology and Folklore: **All Grades** **The Study of Ancient Minds and Cultural Roots** *12 Hours*

In ancient times, people developed stories that enabled them to explain the physical world around

them and their role in it. How, for instance, everything in the universe came into existence: people, animals, the sun, the moon, floods, and everything that happened in their world.

These stories, called myths or folk tales, explain origins, natural phenomena, and death. They also reveal information about the people who developed them and demonstrate cultural values, religious beliefs, and early communications. Through the common focus of mythology and folklore, we see how humans are related to one another across the globe and throughout history.

In this course, we read mythology and folklore from around the world, including Greece (*Iliad* and *Odyssey*), Africa, Asia, and the Americas. Many



consider mythology as ancient science, and folklore as ancient literature. By exploring the science and literature of the ancients, we can draw parallels to our present knowledge and understand more completely its origin.

Through lectures, class discussions, readings, and written assignments, students achieve new levels of cultural literacy and awareness, and improve their thinking and reasoning capabilities by studying the minds that have been forming original concepts through the ages.

English as a Second Language *18 Hours*

All Grades

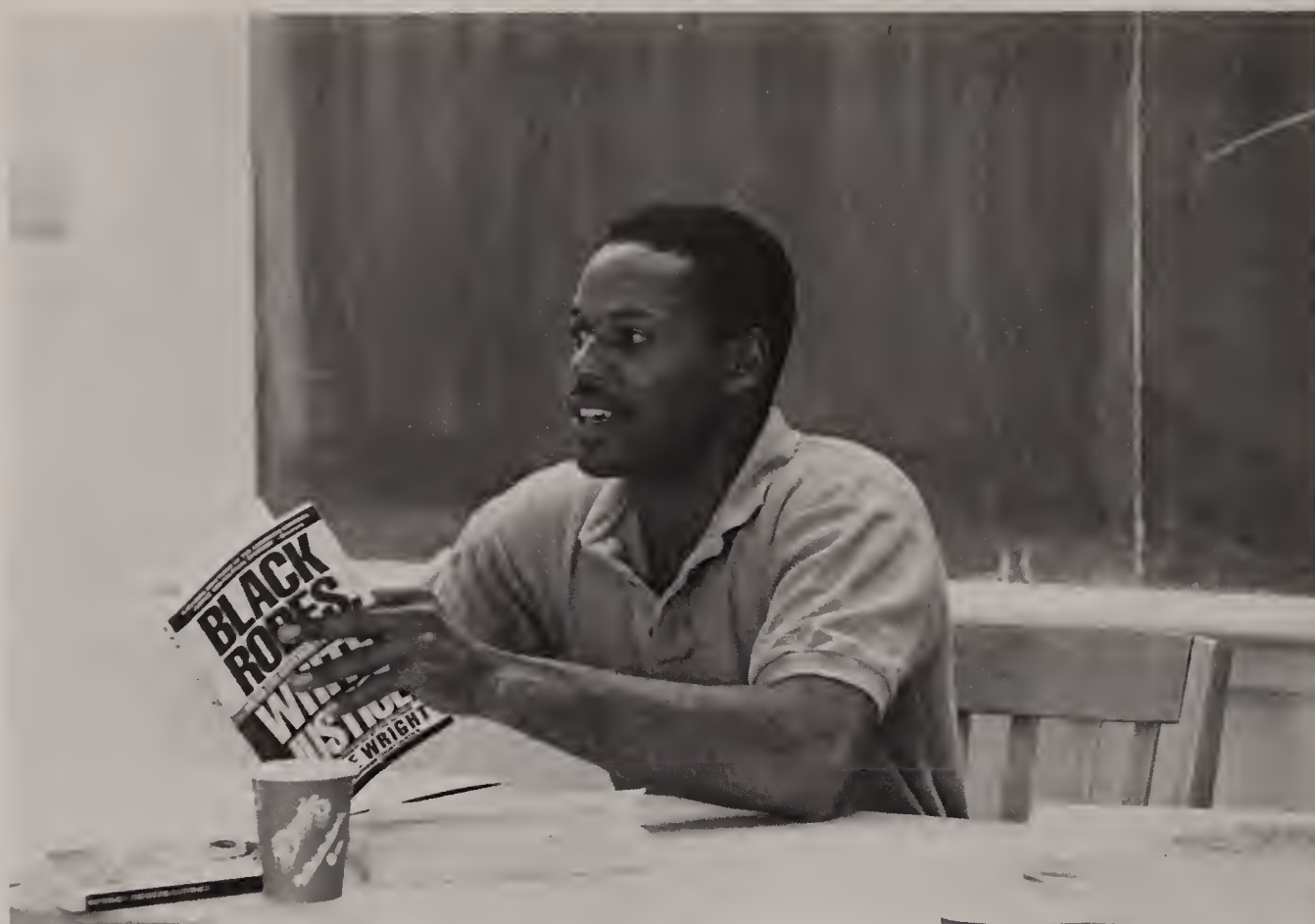
The Major course sections of ESL are divided into levels according to the results of a pre-TOEFL examination administered on the opening day of classes. Levels range from one which represents a very high degree of proficiency, to one more suited to intermediate students. While all classes stress the development of written and oral language competencies, close attention is paid to individual needs. Students are exposed to a wide variety of English styles and materials and are expected to understand and to respond to the course materials and to create fresh texts of their own. Classes are small (typically 12 students), highly interactive, and it is not unusual for eight or more cultures to find representation in any given group.

ESL Minor courses differ significantly from Major courses in that the Minors concentrate on a particular area of study (for example, Native American Culture or Conversational English), foster a greater degree of independent study, and do not depend upon the placement exam results. Minor course offerings vary from year to year, with recent examples being Writing the College Essay, Term Paper Research and Writing, and ESL Play Production. Requests to attend a non-ESL Minor will be considered on a case-by-case basis.

All ESL students are required to take the Institutional TOEFL twice, once at the beginning of the Session and then again at the end.



MAJOR COURSES



HISTORY, ECONOMICS, AND POLITICS

The African-American Experience

12 Hours

The purpose of this course is to describe the historical experiences and literary achievements of Black Americans in such a way that students will develop an appreciation for the contributions of Blacks to America's development. Particular attention is given to those events and writers who richly illuminate our understanding of what Blacks were feeling, thinking, saying and doing at a given time. The content of this course is

All Grades

invaluable to today's students who must live in a multi-ethnic society. In addition to short written assignments, there is a final research project including an oral presentation.

Colonial History and the American Revolution

12 Hours

All Grades

Early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background and achievements of that great conflict, including the social and ideological aspects as well as the political

and economic ones.

Reading, written work, and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plimoth Plantation (a restored replica of the original colony), Danvers (the preserved site of the Salem Witch Hysteria), Salem (the House of Seven Gables, and the rich collections on colonial trade in the Essex Institute), and Concord (the Old North Bridge, the site of the Battle of Lexington and Concord, as well as the homes of Thoreau and Alcott). There are also trips to Boston to walk the Freedom Trail to see the site of the Boston Massacre, Paul Revere's house, and the whole city from the top of the John Hancock Building.

The United States, 1800–1945

18 Hours

11-12

This course is an intensive survey of American history from the election of Jefferson to the end of the Second World War. It considers American social, ec-

onomic, and political development as well as the emergence of the United States as a world power. This course is a comprehensive study. As such, students should be warned that the reading and writing requirements are demanding. When they have completed this course, students should be well prepared for those parts of the AP exam which pertain to the period covered by this course.

The Cold War: 1946–1990

12 Hours

11-12

Two generations of people grew up under the specter of Cold War tension in the world. From World War II until the winter of 1989-90, the ideological and military struggle between the two superpowers, the USSR and the US, became an endless duel for world dominance that kept people on edge. For over forty years the threat of nuclear holocaust hung over statesmen and people like an ominous cloud of mutual distrust. Then, like a miracle, the Berlin Wall, hated symbol of division, came down and rejoicing



people exclaimed, "The Cold War is over!"

To study why the Cold War began, the long years of its stubborn domination of United States' foreign policy, and how the Cold War ended with the freeing of Eastern Bloc nations and the dissolution of Communist regimes is the task. Even more challenging is to look at the world today and ask, "What now?" Text: *After Hiroshima, The World Since 1945*, Ganley, Lyons, Sewell.

Law, Politics, and Society

All Grades

12 Hours

Law is the institution that protects the citizens from the arbitrary power of government, as well as from the greed and violence of individuals. It is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the struggle for racial equality, capital punishment, abortion, and due process.

What are the premises of the American constitutional system? How does the separation of powers among different branches of government distribute the pressures of popular democracy? From an examination of the philosophical sources of the Constitution, the course moves to an analysis of these questions and their importance in understanding American society.

Readings include constitutional theory, important court decisions, analyses of the law enforcement process, historical interpretations of the American legal tradition, and proposals for change.

Spies, Terrorists, and Revolutionaries

11-12

12 Hours

This course examines the development, manifestations, and possible controls of modern terrorist-revolutionary movements around the world. Stu-

dents first look at the early anarchist movements and the rise of nationalism as a developing force in modern revolutionary movements. A factual overview of the most remarkable terrorist-revolutionary movements covers the historical roots, purpose, strategy and structure of the Western European (Basque separatist E.T.A., the Irish nationalist I.R.A., and the German Bader-Meinhoff); the Middle Eastern (PLO/Israeli conflict, the Iran/Iraq conflict); and the South American (Nicaraguan conflict, El Salvadoran conflict) movements. The course concludes with a discussion of the various options open to governments and individuals, methods such as the Pacific (negotiation, bargaining), Military (offensive and defensive training, and the possible arming of citizens), and the Strategic (policy of no submission, restriction of civil liberties).

Students participate in weekly discussion-debates on such topics as: privacy vs. safety (immigration control measures to combat terrorism) and the position of governments re. hostages (bargain or stand firm); and role-playing and participation in the so-called "Assassin Game" illuminate the roles of those caught in a terrorist dilemma.

An Introduction to Economics

11-12

12 Hours

This general introduction to economics provides some sense of what makes a modern economy tick. It relates the concepts of macro-economics to real world and contemporary problems. Looking at (1) basic economic concepts, (2) conditions for the market system, (3) the basic macro concept, (4) money, spending, and equilibrium, (5) inflation, unemployment, and economic stabilization, (6) international trade and the world economy, and (7) the "economics" of current economic problems, the student is brought face to face with the ultimate economic reality—scarcity. It is this realization that makes economics essential for those seeking a more sane tomorrow.

As an economics student, one is expected to have opinions and to express them. Fundamental to the

course is a set of expository writing assignments designed to develop the student's capacity to organize and clarify ideas. But the subject is important for more than strictly academic reasons. It is about the real problems of real people in a real world.

The texts used include: Elbert V. Bowden, *Economics: The Science of Common Sense* (6th edition); Robert L. Heilbroner, *The Worldly Philosophers* (6th edition).

International Relations

12 Hours

11-12

This course is designed to stimulate students' interest in international relations and American foreign policy. It is expected that as a result of their experience in the course, students will become well informed respondents to the major international issues of the

day and better observers of the world political scene.

Strong emphasis is placed on theoretical concepts of foreign policy as well as the realities of international politics in today's volatile world scene. Particular attention is given to United States-Soviet relations, the problems of the Third World and the relationship of the superpowers to these problems, and the crucial decisions of current American policy in such areas as South Africa, the Middle East and Latin America. Emphasis is also placed upon the crucial area of nuclear weapons and arms control.

In addition to regularly assigned readings in the field, students are involved in research projects to insure their introduction to sources providing a wide range of view points. The course involves considerable class discussion, role playing and a major simulation exercise that involves the students in a dynamic political and decision-making process.



MAJOR COURSES

LANGUAGES

Elementary Chinese *12 Hours*

All Grades

This course is an introduction to Chinese, a language spoken by over one-quarter of the world's population. Too often thought of as an impossible language to acquire, Chinese, when considered in a systematic fashion, readily becomes less exotic and mysterious.

The course covers both the spoken and written language. Practice in Mandarin pronunciation and tones, as well as intensive work in elementary vocabulary, grammar, and speech patterns are first emphasized in the classroom and in the language laboratory. The written characters are incorporated into the lessons as students become more familiar with Chinese speech patterns. The course seeks to develop an orderly recognition of 250 basic characters (plus many combinations, making a more extensive vocabulary) and the writing of about 175 characters.

Intermediate and Advanced French *12 Hours*

All Grades

This course is designed to increase proficiency in the four basic language skills: aural comprehension, speaking, reading and writing. Ample practice in all four skills is provided through the reading textbook: *Les Jeux sont Faits*, by Sartre and the grammar book *Une Fois Pour Toutes*.

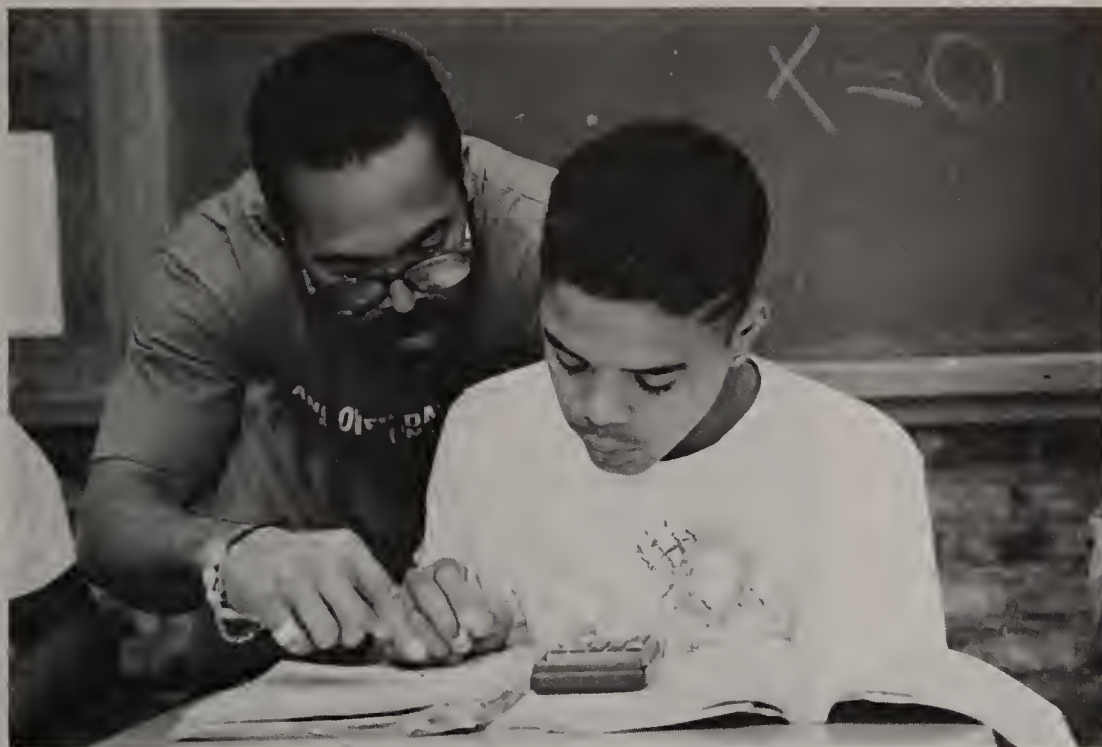
MATHEMATICS

Intermediate Algebra *12 Hours*

All Grades

This course is for students who want a review of first-year algebra and complete coverage of second-year algebra. Topics include rational, irrational, and complex numbers; factoring; fractions; exponents; radicals; inequalities; solutions of linear, quadratic, and radical equations; graphing; logarithms; sequences and series; trigonometry; and matrices. (Compare Intermediate Algebra Minor, p. 57.) Due to the rigorous and comprehensive nature of this course, students who receive a grade of 3 or above should be prepared to enter precalculus in the fall.





Pre-Calculus

18 Hours

11-12

This course is a study of most of the elementary functions encountered in calculus: linear, quadratic, polynomial, exponential, logarithmic, and trigonometric. Emphasis is placed on graphing, with the computer used extensively as a graphing tool in the classroom. In addition, probability, statistics, sequences and series, vectors, matrices, and limits are studied. The course exposes students to a year's worth of material but, because of its fast pace, is not necessarily a good substitute for a year-long course. **Algebra II is required and trigonometry is recommended.**

Introduction to Calculus

12 Hours

11-12

This course is for students who have successfully completed two years of algebra including some work with functions and their graphs and trigonometry. It follows the syllabus for the AB Advanced Placement Examination of the College Entrance Board but will not cover it completely. The first part of the course is spent reviewing and expanding upon the students' understanding of functions and their graphs. The

course will then study calculus topics which include limits and continuity, the definition of the derivative, the first and second derivative tests and their applications, the definite integral, techniques and applications of integration, and the Fundamental Theorem of Calculus. Topics on the AB Exam but not covered in this course include those concerned with logarithmic and exponential functions and the inverse trigonometric functions and their derivatives and antiderivatives.

Calculus

12 Hours

11-12

This course is for students who have successfully **completed two years of algebra and yearlong pre-calculus course, including trigonometry.** It is an intensive and an accelerated mathematics course for strong math students. It covers the topics of the syllabus for the AB Advanced Placement Examination of the College Entrance Board. Topics include limits and continuity, the first and second derivative tests and their applications, definite integrals and techniques and applications of integration, and the Fundamental Theorem of Calculus.

MAJOR COURSES

Geometry

12 Hours

All Grades

A course for students who have had a strong ninth grade algebra course, but no geometry. This course is a thorough and systematic presentation of synthetic Euclidean geometry. Strong emphasis is placed on the need for precision and clarity in the writing of formal proofs. **Prerequisite:** A complete course in elementary algebra.

Probability and Statistics

12 Hours

All Grades

This course is the study of the traditional topics in an introductory course, including laws of chance, counting, poll taking, and methods of testing. The course is divided between investigation through practical problems and the computer and the development of mathematical background. **A student should have completed two years of algebra or should, having completed only one year, be near the top of his/her class with a strong interest in mathematics.**

COMPUTER

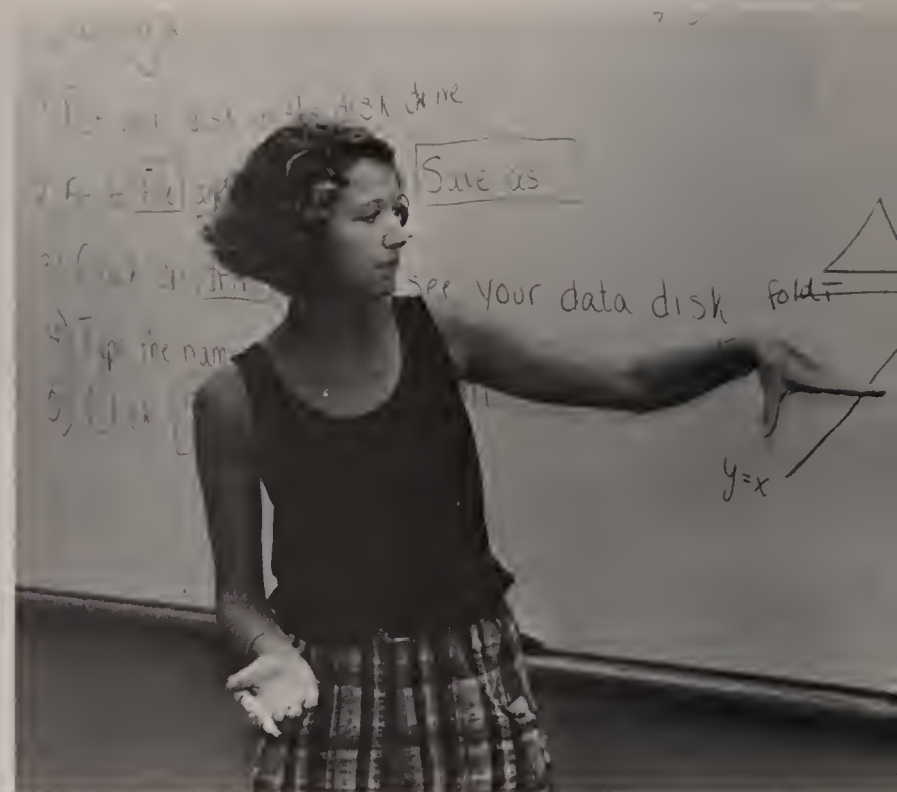
Computer Programming

12 Hours

11-12

This introduction to computer science through Pascal programming begins with a quick overview of the basic control structures and data types in Pascal. This course reviews the uses of many common data structures such as arrays and linked lists. Also many basic algorithms are studied to see the variety of ways in which programmers solve problems.

Once students are familiar with the Pascal language and have seen a number of short programs, their attention turns to larger programming projects. Students will have the opportunity to choose and develop projects of particular interest to them. The projects can focus on a number of different areas of computer science; for example, programs which do graphics



animation, solve difficult math problems, play an "adventure" game or use artificial intelligence to make the computer "think".

PHILOSOPHY AND PSYCHOLOGY

Law and Morality
*12 Hours***11-12**

Each of us has a certain set of values by which we distinguish right from wrong, moral from immoral. This course challenges each student to develop theories for defining standards. It also explores the interrelationship between morality and other disciplines. The course considers such questions as: Where do we derive our moral values? How can we balance a moral and legal system in a multicultural society? What is the relationship between morality and religion, morality and psychology, morality and economics and morality and the law?

Students examine the views of great philosophers on these questions. Students read Plato, Sophocles, John Stuart Mill, and view documentaries about contemporary problems such as racism, sexism, euthanasia, genetic and gender screening, genocide, criminal rights, economic justice, and abortion. Students visit Walden's Pond, Lexington, and selected points of interest in Boston.

Law and Morality is a discussion course. Class discussions endeavor to relate the readings and films to present day problems. No background in philosophy is required.

**The Big Questions: Contemporary
Philosophies of Human Life**
*12 Hours***11-12**

In this scientific and technological age most of us prefer to deal with clear-cut answers and with practical solutions. But despite our advanced knowledge and expertise the really "big questions" will not go away, and are all the more intriguing for their resistance to easy answers: What is wisdom? What is truth? What is thinking? What is life? What is reality? In order to address the significance of these perennial questions, we

first examine how a few exemplary 20th century philosophers have sought to explain the nature and practice of philosophy itself, both its source in wonder and its goal in leading us to a satisfying life. We investigate philosophical and scientific methodology and explore the value of deductive and inductive reasoning as means of discovering truth. We then apply these methodologies to both understanding and criticizing the thought of some major figures who have had a powerful influence in shaping contemporary modes of thinking and living: Darwin, Marx, Freud, and Sartre. In thus applying the Big Questions to modern world views, we have to ask more specific questions such as: What is the proper role of science? To what extent are we shaped by economic and historical conditions? Are human beings solely or almost entirely determined by unconscious forces? Is there a "human nature," or is atheistic humanism right when it claims that "existence precedes essence?" Finally, we consider the claims of religion and confront the question as to whether there is anything beyond our human life. What is the nature of religious truth? Does it rest on reason or empirical evidence? What is the role of faith and common experience in formulating a world view? While no background in philosophy is required, a willingness to reflect on the most profound ideas of major thinkers and to do sustained critical analysis of their thought will prove as necessary as a genuine interest in the subject matter. The course benefits those students who are tired of reading and hearing *about* these major thinkers and want to hear them speak for themselves. It also helps students interested in expanding their vocabulary and reading comprehension, improving verbal and written expression, or developing clarity and cogency of logical thinking.

Social Psychology
*12 Hours***All Grades**

This course is an inspiring journey into the depths of the social self. Its focus is threefold: first, it catalyzes powers of critical self-reflection through assignments which concentrate on personal description and

MAJOR COURSES

depiction. The course asks how you define who you are in this society and evaluates this question through a socio-psychological lens. Second, it familiarizes students with the salient social structures/issues that influence their being by evaluating issues endemic to our society. Racism, homophobia, conformity, sexism, mass communication and environmental issues serve as topics of inquiry into society and self. Third, the course provides the psychological lexicon and categories to undergird your insight into and analysis of the contemporary American scene by interpreting and applying the relevant psychological categories. Theories of Skinner, Freud, Festinger, Maslow and Aristotle will aid in this elucidation.

Methodologically, this course employs the dialogical process as its didactic tool. There are short lectures/presentations by the instructors each meeting, but the thrust of our encounter is thoroughly grounded in our discussion of the topic for the day. We also view video tapes and do minor experiments. Ideally, this course is a transformative experience both personally and socially.

Performance Enhancement

All Grades

12 Hours

Performance Enhancement training is designed to equip individuals with the skills necessary for the pursuit of excellence in all fields. Offering a highly experiential and theoretical approach to the concepts of excellence, this course uses a dynamic blend of personal awareness, effective goal-setting, relaxation control, concentration and imagery in both theory and practical application. There are few precedents for this instruction in secondary schools. Here, students receive training specifically designed to help them meet academic standards, athletic challenges and personal achievement. Using lecture, experience and readings to teach and demonstrate principles of self-control, the fundamentals are driven home at every opportunity. Books may include *Flow: The Psychology of Optimal Experience*, and *Mental Toughness Training*.



SCIENCE

**OCEANS: Oceanography/Marine
Biology Under Sail****11-12***18 Hours*

The only unexplored frontier on our planet is the sea. This course investigates the ocean frontier from the decks of the 55' schooner SARAH ABBOT as well as from the classrooms and laboratories of Phillips Academy.

In OCEANS students spend two weeks cruising the sounds and bays on the south side of Cape Cod aboard the research schooner. With stops in ports such as Woods Hole, Martha's Vineyard, Nantucket, and the Elizabeth Islands, the schooner's sailing track takes the students and scientists in search of a description of the physical characteristics of this marine environment. Study of the humpback whales on Stellwagen Bank is a high-point of the schooner's research.

Four weeks of on-campus study focus on ecology, natural history and the evolutionary relationship between species — from jelly fish to sharks to whales. Special attention is paid to specific ecological problems of Nantucket Sound. Field trips to rocky shores, beaches, salt marshes and the Boston Aquarium supplement the schooner cruise and in-class work. Topics such as pollution, endangered species and future food resources for man are an important part of this course.

Each OCEANS participant takes a companion Minor course in expository writing (rooted in OCEAN experiences) and completes a scientifically significant research project.

Note: Safe, happy and productive oceanographic research depends on a high degree of cooperation, sensitivity, good humor and academic commitment—especially on board ship. Students applying for OCEANS should possess such talents as well as a capacity to make the best of an educational experience governed by sea, wind, close-living-quarters and the needs of a sailing vessel. (\$600 lab fee— to be paid by tuition deadline.)

**Conceptual Physics****All Grades***12 Hours*

Conceptual Physics covers a variety of topics, including mechanics, properties of matter, heat, sound, electricity, magnetism, light, atomic physics, nuclear physics, and special relativity. All subjects are approached with an emphasis on conceptual understanding. Although students are taught how to solve specific mathematical problems drawn from each of these subjects, they are also taught how to explain the various phenomena in direct, concrete, non-mathematical terms. Students who are not planning any further studies in physics will receive a good introduction to the many ways in which physics can help us understand the physical world. Students who are planning further work in physics will find that their experience in the conceptual thinking will prove useful to them in their future studies. The course presupposes only a minimal background in basic algebra.

MAJOR COURSES

Modern Astronomy

All Grades

12 Hours

White dwarfs, red giants, neutron stars, planetary nebulae, the planet Jupiter and its moons, cosmic strings, the Big Bang, and black holes are some of the many topics we study in this six week major course. In the classroom we study important topics in contemporary astronomy and astrophysics. We seek to understand the physics behind the structure and evolution of stars, the formation of galaxies, the existence of exotic objects in space, and the origin and fate of our universe. Several nights a week we make use of the two reflecting and refracting telescopes in the Phillips Academy observatory. Students learn how to use these telescopes, and we observe objects like Saturn, the earth's moon, planetary nebulae, binary stars, and other galaxies while we study these objects in class.

A strong math and science background is a prerequisite for this course, preferably through the tenth grade, and a high-school course in physics is strongly recommended.

Animal Behavior

11-12

12 Hours

Why do birds sing? Why do wolves hunt in packs? Why do lizards drop their tails? These are some of the questions that are answered in this class.

We begin by reviewing the theory of natural selection, the genetic basis of certain behaviors, how animals perceive, and how animals learn. Class discussions then focus on the ecological and evolutionary significance of different animal behaviors such as: communication, territoriality, navigation and migration, foraging, mating, parental care and social behavior. Daily labs emphasize careful observation, objective recording of behavior, and data analysis. Students gain practice asking productive questions and designing experiments to test their hypotheses. As a final assignment each student submits a mock National Science Foundation grant



proposal to research some aspect of animal behavior. Labs include studying crayfish territoriality, Siamese fighting fish displays, and chick imprinting (each student must be prepared to live with a chick for one week). On field trips to the New England Aquarium, Franklin Park Zoo, a local wilderness area, and in films we observe more exotic animal behavior. Throughout the class we work to better understand our perspective as human animals. **One year of high school biology is highly recommended.** Experience in ecology, psychology or animal handling is also helpful. Text: *Animal Behavior, An Evolutionary Approach*, 4th ed., J. Alcock.

Human Anatomy and Physiology

10-12

12 Hours

This biology course is a survey of human anatomy and physiology with special emphasis on diseases and medical treatments. Through lectures, films, field trips, class discussions, readings of medical articles, and dissections (optional), each student develops an appreciation of and fascination with the human body

and its systems (e.g., respiratory, circulatory, reproductive, urinary, nervous, muscular, immune and digestive). In addition, each student is responsible for one major research paper and presentation on a disease of his or her choice. This course gives all students, whether they are interested in a career in medicine or not, a solid understanding of the human body. Textbook: *Essentials of Human Anatomy and Physiology* by S. Erlich.

Intensive Beginning Chemistry

10-12

18 Hours

Chemistry is the search for regularities in nature and the discovery of the relationships that exist between the structure and properties of matter. With **two years of high school mathematics as a prerequisite**, this course is designed for students with high motivation and ability. As an introduction to the field of chemistry, the focus is on learning the fundamental principles and concepts concerning atoms, molecules, and compounds, and applying them to understand both chemical and nuclear reactions. To supplement the lectures, there is laboratory work as well as field trips that may include the Boston Museum of Science and the Harvard Chemistry Laboratories. **Students will need an electronic calculator that has exponential, square root, and logarithmic functions.**

Experimental Chemistry

11-12

18 Hours

This course is designed **for able students who have had a year of high school chemistry**. It offers the opportunity to do extensive laboratory work with unusually fine equipment, including an infra-red spectrophotometer and analytical balances.

The course of study emphasizes chemical principles taught through firsthand experience with laboratory problems. Students spend roughly ten hours per week in class lecture or problem sessions and roughly fifteen hours per week in the laboratory.

For the most part, the work is typical of a first-year college course or a second-year high school course at the Honors level. **No calculus is necessary, but facility with algebra is. A scientific calculator is used for problem solving.**

The actual experiments are selected to familiarize the students with a wide variety of laboratory techniques in inorganic, organic, and analytical chemistry.

Emphasis is placed on the treatment and discussion of data collected individually by the students, some of whom may do an independent project.



MINOR COURSES

MINOR COURSES

Minor Courses meet for six hours per week in class unless otherwise stated and require at least twelve hours of homework per week. Students may take only one minor.



ART, PHOTOGRAPHY, FILM AND MUSIC

Ceramics

All Grades

12 Hours

(both minor course periods)

This is a course in which functional and non-functional forms of art are pursued with an emphasis on creativity (artistic endeavor) in both handbuilding and wheel throwing. The equipment is extensive, 13 wheels and kilns for many types of firing both stoneware and porcelain. Available too are chemicals and equipment for making one's own glazes.

Beginning Photography

All Grades

12 Hours

An introduction to the principles and techniques of 35mm black and white photography as a vehicle for personal expression. Technical fundamentals including camera operation, film exposure, and printmaking are balanced by a survey of photography and its relationship to each student's work. Frequent in-class critiques, discussion, and trips to the Addison Gallery's photography collection supplement this rigorous course. **No prior photographic experience is expected, but students *must* have a 35mm camera with a manually adjusted light meter. (\$100 lab fee.)**

Intermediate Photography

All Grades

12 Hours

This course is an opportunity to explore photography beyond the basic techniques and concepts of an introductory course. Included are refinements of camera techniques, choices of exposure systems, interpretive printmaking, extended print craft through presentation, and extensive critique. **Students should have a good foundation in photography and basic darkroom skills and *must* bring an informal portfolio which includes contact proofs and rough and final prints for critique by the teacher. A 35mm camera with exposure control and an in-camera or hand-held meter is required for this course. (\$100 lab fee.)**

Graphics and Photography**All Grades***12 Hours**(both minor course periods)*

This is not a photography course. Rather, it is a special course in applying photography to graphic arts, particularly through photo-silkscreen, photo lithography, photo etching, and computer graphics. Individual experimentation is emphasized in an attempt to carry the expressive force of photography beyond darkroom techniques. Some experience in photography is helpful but not necessary. (\$100 lab fee.)

Studio Art**All Grades***12 Hours**(both minor course periods)*

This course introduces the student to painting and drawing with different kinds of media. Emphasis is placed on exercises that break down the elements of a two-dimensional picture plane. The student explores ideas of composition, light, shadow, and subject matter, as well as technique.

Slides and films from the Audio-Visual Center, as well as visits to the Addison Gallery, enrich the students' working context. No experience in art is necessary. (\$100 lab fee.)

Understanding the Fine Arts**11-12***6 Hours*

We are surrounded by the Fine Arts: in galleries and museums, in colleges and schools, even in our own homes. But how much do we really *understand* what we see? How much do we really *understand* a Rembrandt, a Copley or a Picasso?

This course teaches students to look both critically and intelligently at drawing, painting, print-making and photography. First, it teaches them to identify what they see, and second it teaches them to interpret intellectually what the artwork might actually mean. Thus, the techniques combine to lead students from looking to appreciating and finally to understanding

the Fine Arts. It is a skill which should be a part of every cultured student's education.

Throughout this course, we pay particular attention to the analysis of original works, and we make especial use of both the public and the private collections of the Addison Gallery of American Art, which is located on campus. No background in the history of art is expected (indeed, this is not a traditional art survey course), but a good standard of expository writing would be a distinct advantage.

Film and Society**10-12***6 Hours*

What is the role of popular film in American culture? Does film create, reflect, or reinforce societal trends and attitudes? Does a director have a responsibility to portray historical events accurately and not to portray people stereotypically?

Spike Lee has suggested that film "may be our most powerful medium and should be treated as such." This course does just that as the students view eighteen films, beginning with "classics" like *Casablanca* and *Dr. Strangelove*, and then concentrate on popular films of the 70s and 80s. Students quickly acquire a critical vocabulary, approaching film through an understanding of its technical composition and directorial signature as well as film's function as a cultural narrative with structural conventions and genres.

Accordingly, the course takes a hard look at the depiction of societal features ranging from war, business, race and gender to frontier style action and adventure. As many questions are raised as are answered. What makes Indiana Jones such a popular hero? Why is *Mississippi Burning* an acceptable and popularly acclaimed vision of the civil rights struggle?

Students are asked to become an active, critical audience. In addition to regular in-class discussion, students are responsible for an oral presentation, written film reviews, a journal of personal responses, a partial screen play with plot outline for their own film idea, and occasional in-class writings. Readings are excerpted from a variety of current sources, supple-

MINOR COURSES

mented by Graeme Turner's *Film as Social Practice* and Spike Lee's companion book to *Do the Right Thing*.

History of Jazz *6 Hours*

All Grades

Jazz is often described as America's greatest indigenous art form and is now held in higher esteem around the world than it ever has been. Yet as jazz becomes less and less of a presence in popular culture, fewer and fewer people understand and appreciate its unique contribution to the world's culture. History of Jazz investigates the long and rich history of this music, from its roots in blues and ragtime up to the innovations of today. The course involves reading and writing about the music as well as extensive listening. Students investigate the many roles that jazz has played in our society—from entertainment to art. No formal musical education is required.

ENGLISH

Writing Program

Basic Exposition *6 Hours*

All Grades

Clear writing is the product of clear thinking. Students in Basic Exposition learn to develop the ideas behind their writing through brainstorming, free-writing, and responding to the ideas of professional writers. They learn the importance of harnessing those ideas in sharp sentences, ones that express the relationship between ideas. They then begin crafting well-supported paragraphs.

Students develop their analytical skills through studying model texts, and they learn to analyze and revise their own work. Important grammatical points are covered to teach students clear expression.



Writing About Literature**10-12***6 Hours*

This course aims to develop and refine a student's ability to read, analyze and write effectively in a literary context. Students read works of classic modern literature (novels, short stories, essays, plays, and poems) and write frequent essays on them in and out of class.

Writing is a skill inextricably intertwined with thinking; an effective essay results from an entire creative process that begins with the development of sound ideas and culminates in the clear expression of them in words. For this reason, the course focuses not only on stylistics, but also on the development of proper reasoning and techniques of analysis and argumentation.

Therefore, this course takes a twofold approach to writing about literature. Students explore personal reactions to the texts in daily journal writing assignments. Larger analytical essays encourage examination of symbolism, theme, historical and biographical relevance, and literary aesthetics. Students learn how to construct thesis statements and plan cogent arguments through prewriting exercises. Other issues of rhetoric, grammar, and mechanics are discussed based on student need.

Authors studied may include Shakespeare, Keats, Mary Shelley, Hawthorne, Joyce, T.S. Eliot, Langston Hughes, Steinbeck, Flannery O'Connor, Chaim Potok, Maxine Hong Kingston, and Alice Walker.

**Etymology and Semantics****All Grades***6 Hours*

Systematic analysis of the Indo-European components of English words provides a fascinating and effective means of increasing and diversifying vocabulary, examining nuances and evolution of meaning, and stimulating imaginative interpretation of experience. This course develops skill in forming and expressing ideas accurately and persuasively, and greatly enhances control of vocabulary.

Speech and Debate**All Grades***6 Hours*

This course prepares students for important moments of their lives when they interview for a job, when they are trying to persuade a group to see their point of view or when they seek a class office. Learning to organize one's thoughts and to present them effectively are important skills in life. This course teaches these skills through active participation.

Students deliver five different types of speeches and learn how to select a topic, organize the material, control the audience and make an effective delivery. They learn to offer both praise and constructive



criticism as classmates work together to develop and improve each person's speaking abilities.

In the second half of the course, students learn the fundamentals of debate theory and argumentation. As teams, they debate contemporary policy issues.

In addition to the program-wide mid-term and final exams, daily written homework assignments and oral presentations are evaluated with an emphasis on assessing strengths, weaknesses and tracking improvement. This course assumes no prior knowledge of or familiarity with public speaking or debate.

Literature

Contemporary Literature/Contemporary Issues 11-12
6 Hours

This is a course in critical reading and critical thinking. Contemporary literature provides the springboard for

critical discussions of issues such as racism, sexism, nuclear war, euthanasia, and environmental problems. Essentially, this is a seminar course that requires intensive reading, writing and discussion. Students will be required to write responses to fiction and non-fiction on the topics discussed.

Readings may include Lorraine Hansberry's *A Raisin in the Sun*, August Wilson's *Fences*, Alice Walker's *The Color Purple*, Simone DeBeauvoir's *The Second Sex*, Kurt Vonnegut's *Cat's Cradle*, and Bill McKibben's *The End of Nature*, as well as selected articles, short stories and poems.

Students entering the course should be competent writers who read at or above the 11th grade reading level. Also, students should be verbally articulate and able to argue and define a particular position or point of view. Most of all the students need to possess intellectual curiosity and a love of literature.

The Supernatural Novel and Spiritual Reality
6 Hours

All Grades

Works dealing with the supernatural speak to our desire to experience a reality beyond that of everyday existence. Through a close reading of selected works from this genre, we examine how the supernatural world has traditionally been portrayed and explore the questions that world raises: Is reality limited to what we see? How do people experience the supernatural? What spiritual realities do such books assume? Is the conflict between good and evil a supernatural one? What is the relationship between science and the supernatural?

Works we read include classics in the field: the short stories of Edgar Allen Poe, Mary Shelley's *Frankenstein*, Henry James' *The Turn of the Screw*, Bram Stoker's *Dracula*, and C.S. Lewis' *That Hideous Strength*. Films further enhance our reading and provide another depiction of the supernatural world.

This course assumes a willingness to ask fundamental questions in the context of some enjoyable (and frightening) reading. Students learn to approach

the novels as both philosophical statements and works of literature. Frequent writing assignments help further clarify their thinking on the material.

Surrealism in Fiction
6 Hours

All Grades

All observers and recorders of the affairs of the world are forced to choose between idealizing, imitating, or reformulating experience. This course examines the works of authors who use distortion (or the grotesque) as a way to challenge our perceptions of what is real, good, beautiful, or true. This artistic strategem is particularly effective in provoking the reader to re-evaluate social and cultural norms. We explore the paradoxes of the "mad" artist's vision of society in Rabelais' caricatures, Shakespeare's fools and madmen, Poe's ethereal presences, and Wright's depictions of brutality. Readings include selections from Rabelais' *Gargantua*, Shakespeare's *King Lear*, Beaudelaire's *The Flowers of Evil*, Kafka's *The Trial*, Freud's *Civilization and Its Discontents*, Mishima's *The Sailor Who Fell From Grace With The Sea*, Wright's *Native Son*, and stories by Poe. Previous experience writing essays on fiction recommended.

Working with Shakespeare
6 Hours

11-12

An intensive course designed to introduce the advanced student of literature to some of Shakespeare's major plays. Much class time is spent addressing the political and historical context of these works, as we work collectively to excavate the elusive Elizabethan World Picture. In an attempt to prepare the student for the challenge and rigor of college level literature courses, this class requires two major analytical essays, and careful attention is given to the craft and method of good essay writing.

GEOGRAPHY

World Geography: Global Awareness Through Regional Exploration
6 Hours

All Grades

Living in today's smaller world, where communication, trade and transportation has brought us all closer together, it is more crucial than ever before that we understand and appreciate other cultures and environments, as well as our own.

Through the study of world regions, this course explores the concepts and issues of modern geography. More than rote memorization of names of cities, rivers and mountain ranges, the geography of today examines the way in which people react to, adapt to and act upon their environment. Some topics to be discussed: climatology, economic activity, geomorphology, map interpretation, physiography, population patterns, and urban development. Global issues such as acid rain, population growth, destruction of the rainforest and the drug trade are discussed and investigated.

The skills taught by geography are life-long tools that enhance the study of other disciplines and clarify our understanding of vital world events.

MINOR COURSES

HISTORY, ECONOMICS, AND POLITICS

Money, Banking, and the Economy All Grades 6 Hours

What is money? Where did it come from? Most people haven't a clue. This course answers those questions and many more. The history of money and financial institutions is traced from ancient times to the present in order to plot man's heroic efforts to bring its subtle mysteries under control. The course moves beyond history to an understanding of contemporary money and banking issues as they affect modern economic life. The story of money is seldom dull.

The texts include: John Kenneth Galbraith, *Money: Whence It Came, Where It Went*; Robert L. Heilbroner and Lester C. Thurow, *Economics Explained*.

International Relations 11-12 6 Hours

This course is designed to stimulate students' interest in international relations and American foreign policy. Strong emphasis is placed on theoretical concepts of foreign policy as well as the realities of international politics. Particular emphasis is given to U.S.-Soviet relations, the problems of emerging powers and the third world, and the relationship of the super powers to these problems.

In addition to regularly assigned readings in the field, students are involved in research projects and seminars dealing with current international problems. The class involves much discussion, role-playing and a major simulation exercise that involves students in a dynamic political and decision-making process.

The Vietnam Generation All Grades 6 Hours

Soldiers, politicians, draft evaders, protesters, students, mothers and fathers. The Vietnam War affected Americans in many different ways. It was seven years from the time the last American officials left Vietnam until the U.S. officially recognized those who served in the Vietnam War.

Why was this war so divisive for American society? This course addresses the social, political, and moral issues that arose from America's longest war. Students examine first person accounts from participants in the theater of war and on the home front. They develop their own ideas about the war through written essays and class discussions and debates. How have Americans come to terms with the Vietnam War and what issues remain part of American society today?

Text: Myra MacPherson, *Long Time Passing*.

The Old World Meets the New: European Settlers and Their Relations with Native American Nations All Grades 6 Hours

The 16th century European adventurers who explored the coastal and interior regions of British North America did not encounter virgin forests unspoiled by mankind. Instead they encountered a developed land and Native Americans. When these two cultures met, their worlds collided. This course studies the culture of the various Indian nations throughout America from the 17th to the 19th century and their relationship with the settlers. For the settler's perspective we read such works as the travel journal of an 18th century colonist who travelled among the Indians of South Carolina, Mary Rowlandson's captive novel, and excerpts from Daniel Gookin's observations of Metacomb's war against the New Englanders. To understand the Indian's perspective, a more difficult task due to the dearth of written

material, we read court and town records, Indian myths passed through generations, and visit anthropological museums to witness the rich material culture of the Indians. The goal of the course is to understand the native Americans and neighboring settlers, their cultural perspectives, and the choices each group made in order to survive in a changing world.

LANGUAGE

Conversational French**All Grades***6 Hours*

This course enables the student to develop oral skills, vocabulary enrichment and conversational ability. The student acquires a command of idiom within a framework of a sound syntax through skits, dialogues, pattern drills, and exercises in the lab. Textbook: *Le Petit Nicolas* by Sempe.



MINOR COURSES

MATHEMATICS

Intermediate Algebra

All Grades

6 Hours

This course is a rapid review of first-year algebra and an in-depth study of many of the topics of second-year algebra. Some of the topics that are covered are polynomials and their operations, operations with algebraic fractions, solving fractional equations, linear equations, inequalities, factoring, solving second-degree equations, simultaneous equations, coordinate geometry, exponents, and radicals.

It would be helpful to have taken geometry prior to taking this course. **Not for students who have completed second-year algebra.**

Trigonometry

10-12

6 Hours

This is an introductory course in circular and trigonometric functions with application. Students enrolled in this course **must have completed two years of algebra** and are prepared to go on to further mathematics. **A scientific calculator is required for each enrolled student; a graphing calculator is strongly recommended.**

COMPUTER

The Friendly World of Computers

All Grades

6 Hours

There is no escaping our need for knowledge of computers. Computers are an integral part of our lives, yet some have not experienced them at all, or have had frustrating experiences. This course is a basic yet intensive, hands-on introduction to the world of computers. Students learn about Apple Macintosh and IBM computers, comparing and discussing their similarities and differences. Also students learn how to use the system software on each system and explore various applications, mastering word processing, graphics, and database programs. They also experience the creative and technical challenges of using a programming language by writing programs of their own. While suited to any grade level, this course is best suited for students who have completed at least one year of algebra.

PSYCHOLOGY

Social Psychology

All Grades

6 Hours

Group conformity. Abnormal behavior. Mental illness. Freud. Personality. The unconscious. Gossip. Aggression. Prejudice. Persuasion. Influencing attitudes. Person perception. Leadership. What all of these topics have in common is that all, and many more, lead toward a study of Social Psychology. How do people get to like one another? When can we define ourselves as sane? Where are riots likely to happen? The course takes a look at all these subjects to determine why people interact the way they do. It is designed for those who have never had a psychology course before.

SCIENCE

Advanced Labs in Biology**11-12***6 Hours*

This laboratory course features a range of selected topics beginning with diffusion and osmosis, enzyme catalysis, cell division, photosynthesis, genetics, and cell respiration. The student becomes familiar with stereoscopic and compound microscopes, microbiological techniques, data analysis, and colorimetry. All of these experiments are included in a typical advanced placement course in biology. **Prerequisite:** one year of biology.

Ecology as a Minor**11-12***6 Hours*

Ecology is the study of the interactions of organisms and the environment. This course covers the basics of ecology and its relationship to the environment in the past, present, and future. The main objective of this college level course is for the students to learn ecology through a variety of resources. This objective is reached through: daily lectures, class discussions, weekly field and laboratory studies, discussions of scientific articles, discussions of supplementary movies, and written essays. As a result of the above-mentioned tasks, each student leaves the course not only with a vast knowledge of ecology, but also with the knowledge of how to read and discuss scientific articles, how to write college-level essays, laboratory reports and papers, and most of all how to appreciate the importance of the environment around us. Textbook: *Ecology and Field Biology* by Roger J. Lederer.

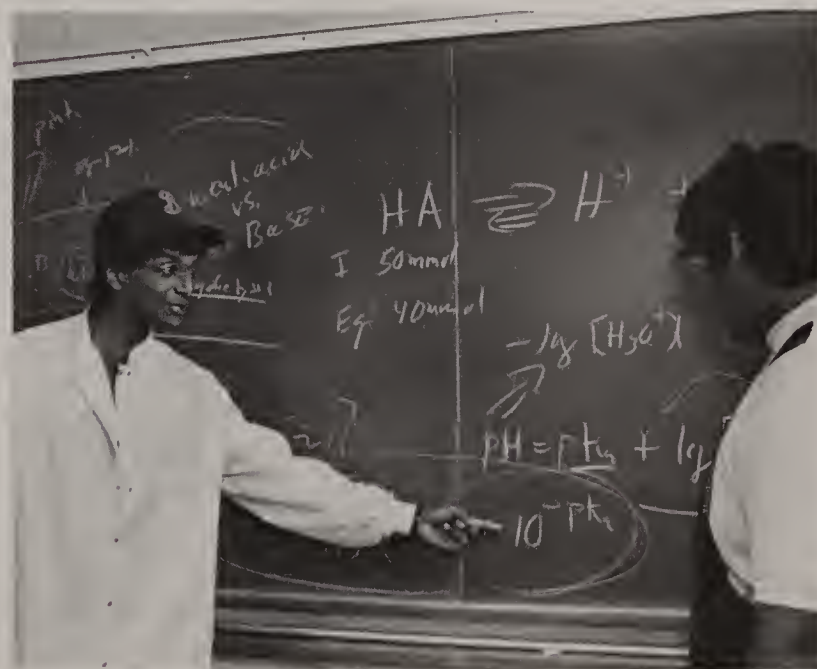
Athletic Fitness Training**All Grades***6 Hours*

Athletic Fitness Training is designed to teach specific

training techniques for individual and team sports. By building upon the fundamental principles of goal-setting, cardio-respiratory and strength fitness, nutrition and psychology, students are guided toward designing and implementing individual periodized (cyclic) training programs. Lectures, discussion and written assignments complement actual exposure to training. Reading includes *An Orientation to Total Fitness*, 4th Edition.

Introduction to Electronics**All Grades***6 Hours*

The topics covered in Introduction to Electronics include direct current, alternating current, semi-conductors, power supplies, amplifiers, oscillators, and digital electronics. In addition to being exposed to the theoretical foundation behind these subjects, students construct many of the circuits and test their characteristics in a lab situation. Midterm and final projects are designed and built by each student according to her or his particular interests and abilities. The course presupposes no prior knowledge in electronics and only a minimal background in basic algebra.



Admissions	<p>The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason, we do not permit weddings or other family functions, or other academic or athletic pursuits to interfere with classes, which are held six days a week. Students must also arrive on campus for the scheduled beginning of Summer Session and remain through the closing. Early departure will mean forfeiture of the Certificate of Attendance and course credit.</p> <p>The Summer Session accepts academically qualified boys and girls who have completed the eighth, ninth, tenth, or eleventh grade.</p> <p>As a general rule, those who have attended the Phillips Academy Summer Session once are not eligible to attend a second time. Our policy is to open the experience to as many boys and girls as we possibly can, and we think it is sound advice to students to seek different experiences every summer.</p>
Application Envelope	<p>All application materials—the recommendations, the school report, the transcript, the autobiographical statement, and Afternoon Activities selections, together with the application form itself—should be placed in a <i>single envelope</i> and mailed to the Phillips Academy Summer Session. (We have enclosed an appropriate envelope for your convenience.) Mailing the application material in any other way than in a single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.</p>
Application Forms	<p>Five tear-out application forms are provided in the back of the catalog: Form 1 (the student application); Form 2 (the school report for school counselor); Forms 3 and 4 (two teacher recommendations); Form 5 (afternoon activities preferences). Each of these is to be filled out completely according to the instructions on page 78. In addition, the student must provide an autobiographical statement (see page 78) and a transcript from his or her school (must include current year grades). All materials should be mailed together in one package. Please be certain that the non-refundable \$25 application fee is enclosed (\$40 for international students).</p>
International Students	<p>Since school administration and evaluative methods vary so greatly throughout the world, we suggest the following to simplify the application process. Please include a translation of your school's grading system with your transcript. If your school does not have guidance counselors, the Headmaster or Principal should fill out Form 2. Compose your autobiographical essay, without help, in English.</p>
When to Apply	<p>Students should apply immediately after receiving the 1992 Catalogue. Since we have rolling admissions, there is no deadline in the usual sense of the term. Decisions are made soon after applications are complete. Often courses fill quickly; therefore, it is advantageous to apply as early as possible.</p> <p>All five application forms and the student's autobiographical statement are very important in the admissions process. <i>The question of admittance cannot be determined until all application material has been received; and since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.</i></p>

Tuition, Board, and Room

The \$2800 charge for boarding students includes tuition, board, room and medical insurance. See p.18. The day student charge of \$2000 covers tuition and all meals. A non-refundable \$25 Application Fee (\$40 for international students) must accompany the Application. Within two weeks of acceptance, the student *must pay* a non-refundable \$300 deposit, credited toward the tuition charge. All applicable lab fees should be paid with the tuition. *To ensure the student's admission the balance is due on or before June 1.* All checks should be made payable to the Trustees of Phillips Academy and sent to the following address: The Phillips Academy Summer Session, Phillips Academy, Andover, MA 01810-4166.

In accordance with Summer Session policy, a student cannot be registered until her/his bill is paid, and no refund is made of the deposit or of the tuition and board and room charges to the student who withdraws or is dismissed. *International students, please refer to separate International Student Sheet for specific payment instructions.*

Scholarships

The Summer Session actively seeks qualified and promising students from a wide range of backgrounds. For many students a six-week summer academic experience at Phillips Academy may provide the skills and self-discipline essential to success in college, career, and later life.

Since we do not want any qualified student to be denied the opportunity of attending the Summer Session because of his or her inability to pay, partial and full scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask students to apply for scholarship aid only if they cannot attend the Summer Session without it. Our limited funds also preclude our offering scholarship aid to international students. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid form and a copy of the most recent IRS 1040 form or other income tax form used, must be completely and accurately filled out and received no later than March 1.

A Financial Aid form is not sent automatically. Please write or call to receive one.

Spending Money

The Treasurer's Office does not handle student banking. A Cirrus Network money machine has been installed on campus to facilitate students' handling of their "spending money." A checking account opened in a Cirrus Network bank (located throughout the U.S.A. and Canada) **before** coming to Andover will allow parents to deposit funds locally which can be drawn on by students with their money card. International students, please refer to International Student Information Sheet. Bank credit cards, telephone credit cards and large amounts of money are ill-advised given the ages and number of students in the Summer Session. Small weekly checks from parents made payable to "Trustees of Phillips Academy" can be cashed in the Summer Session Office.

Students who wish to live as simply as possible should not find expenditures for textbooks and extras in excess of \$400. (For greater expenses, see Trips and Tours, page 17.)



AFFIX
PROPER
POSTAGE

Maxine Grogan
Dean of Admissions
The Phillips Academy Summer Session
Phillips Academy
180 Main Street
Andover, MA 01810-4166

Recommendation

commendation

commendation

Activity Selection

APPLICANTS:

aworks video or portfolio

concurrently under separate cover.

The Handbook

The
Phillips Academy
Summer Session
1992

THE PHILLIPS ACADEMY STATEMENT OF PURPOSE

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socio-economic, and geographic backgrounds.

The Academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge, and to think critically, creatively, and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess, and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the Academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race, and social class. The school's residential structure fosters close association between faculty and students for personal, social, and intellectual development.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

*The Summer Session, in accordance with Phillips
Academy's policy, admits students of
any sex, color and national or ethnic origin.*

The Phillips Academy Summer Session 1992



July 2-August 12

Phillips Academy
Our 214th Year

The Summer Session
Our 50th Anniversary

PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS
Donald W. McNemar, Headmaster

THE PHILLIPS ACADEMY SUMMER SESSION

Elwin Sykes Director
Maxine Grogan Dean of Admissions
David B. Pottle Dean of Students
Ruth F. Quattlebaum Dean of Students

Program Directors

Michael J. Kuta Afternoon Activities
Walter Sherrill (MS)² Program
John McMurray Intensive Studio Art
Randall Peffer OCEANS
Michael Brown Dramaworks
Janice Lisiak Director, Computer Center
Susan Noble Director,
Oliver Wendell
Holmes Library

To the Parents:

In its 50th anniversary summer the Phillips Academy Summer Session continues to strive to do the following daily: challenge your child academically, nurture her or him personally and maintain her or him responsibly. Summer Session alumni remember their experience at Phillips Academy as having been intellectually challenging and personally exhilarating. The faculty and staff are committed to your child's intellectual growth, general happiness, physical well-being and careful maintenance. Please read this Handbook with your child and then read and sign the accompanying "Letter of Commitment."

To the Students:

The staff and faculty hope and expect that your summer here will be academically and personally rewarding. After you and your parents have read this Handbook together, leave this copy with your parents. You will be given another copy of the Handbook at registration. Please read and co-sign with your parents the accompanying "Letter of Commitment."

Elwin Sykes
Director

REGISTRATION DAY SCHEDULE

Thursday, July 2

- 9:00 Registration begins – Borden Gym.
- 12:30 Lunch for students and faculty in the Commons
(Regrettably we are not able to accommodate parents, siblings and friends in the dining commons.)
- 3:00 Registration ends.
- 4:00 Meeting of students and parents with members of the administration in the Cochran Chapel.
- 4:30 Reception on the lawn in front of the Addison Gallery for students, parents and faculty. (If it rains, Major course teachers will be in their classrooms to meet with parents and students. See Booklist for room assignments.)
- 5:30 Parents leave.
- 5:30 Dinner for students and faculty.
- 8:30 Housemeeting in each dormitory.
Mandatory for all boarding students.

REGISTRATION DAY INFORMATION

**Registration
July 2** Upon arrival at the campus students should go directly to the Borden Gym and receive the following:

Student's copy of this HANDBOOK

Book lists for courses

Dormitory assignment

Identification card

Name tag

Post Office box number

**Room
Keys** Keys are obtained from the House Counselor when the student arrives at the dormitory. (The charge for replacing a lost key is \$5.00. A replacement key is available only from the Office of the Physical Plant.)

**Afternoon
Activities** Required meeting with Mr. Kuta, Afternoon Activities Director, on Friday, July 3, at 2:00 p.m. in the gymnasium.

**Parent
Orientation
Meeting and
Reception** Parents are cordially invited to the orientation meeting in Cochran Chapel at 4:00 p.m. and to the reception on the lawn in front of the Addison Gallery. (If it rains, major course teachers will be in their classrooms to meet with parents and students. Administrators will be in their respective offices.)

Parting Parents should plan to leave by 5:30 p.m. when the students have dinner and begin a series of meetings. Please depart promptly so that your child can begin to orient herself or himself to the campus.

The Summer Session does not provide meals for parents or visitors. The nearest places to eat are the Andover Inn (on campus), Backstreet (downtown behind the Memorial Library), and Bella Vista (downtown on Main

Street); and for short orders there are Brigham's and Raspberry's (downtown on Main Street), Friendly's and McDonald's down the hill on Main Street beyond the center of town. Further down the hill in Shawsheen Plaza are the following restaurants: Grassfields, Papa Gino's, Andover Jade.

**Travel
Card**

The student's Travel Card with flight arrival information on it should be received by the Summer Session office as soon as the student's travel plans are completed. Upon receipt of the Travel Card the student's name is automatically included on our bus pickup lists.

**Travel to
Andover
from
Boston's
Logan
Airport**

The Summer Session sends chartered buses to collect students at Logan Airport on Thursday, July 2. Phillips Academy student representatives (wearing identifying T-shirts) move through the baggage claim area of each terminal to meet those students who have notified the Summer Session Office ahead of time by means of the Travel Card sent to each accepted student.

Upon arrival at Logan Airport the student should wait with her or his luggage in a clearly visible place in the baggage claim area of the terminal. Students must be patient as we have many students to locate, and flight changes and delays mean that all students might not be met immediately. If a considerable amount of time passes, students may want to page a Phillips Academy representative at the nearest information booth. Wandering around to use restrooms or to visit the gift shop or snack bar is strongly discouraged.

Once met by a Phillips Academy representative, students will be directed to the bus. On the average, there are two buses on the hour, every hour of the day. Phillips Academy representatives are also available to assist with lost luggage and other concerns. However, students are responsible for putting their own luggage on the bus and so are advised not to bring more than they can handle with ease.

An arrangement should be made before the student leaves home to call home upon her or his arrival in Andover.

Students whose airport arrivals do not coincide with the chartered buses may get to Andover by limousine, commuter bus, or taxi. (See below.)

- Limousine** Flight Line (Telephone: 800-245-2525) will deliver students from Logan Airport directly to the Phillips Academy campus. Twenty-four hour reservation is necessary and cost varies per number of passengers. To reach Andover in time for registration on July 2 students should leave Logan no later than 1:30 p.m.
- Commuter Bus** From the Department of Transportation Building in Park Square, Boston, a Trombly commuter bus will bring the student to the Phillips Academy campus. For bus schedules call 508-686-9577. The trip costs about \$4.00 and takes 45 minutes. Students should ask the driver to stop at Salem Street (by the bell tower) in Andover.
- Taxi** Students can take a taxi directly from the airport to the Phillips Academy campus. The cost is \$40.00 and up.
- Emergencies** Telephone: 508-749-4400. The Summer Session Office will provide assistance between 8:30 a.m. and 4:30 p.m. After 4:30 a Security officer will assist callers by putting them in touch with a Dean.
- Early Arrivals** Students from great distances (e.g., the west coast and foreign countries) or students for whom it is impossible to get a flight that arrives at Logan Airport on or before 1:30 p.m. Thursday, July 2, may arrive a day early, i.e., Wednesday, July 1 (if at all possible in daylight hours) by calling the Summer Session Office. (Please see section on "Travel to Andover from Boston's Logan Airport".) Students arriving on a day-early permission should report immediately to the Summer Session Office for registration.

STUDENTS WHO CAN GET FLIGHTS INTO LOGAN AIRPORT BY 1:30 P.M., THURSDAY, JULY 2, AND STUDENTS WHO ARRIVE BY OTHER MEANS OF TRANSPORTATION, MAY NOT ARRIVE A DAY EARLY. THE SUMMER SESSION CANNOT BE RESPONSIVE TO OR

RESPONSIBLE FOR THESE STUDENTS (NOR FOR THEIR BELONGINGS) UNTIL THURSDAY, JULY 2.

Off Schedule Arrivals

Those students whose planes arrive seriously off schedule (whatever the reason) may have to get to Andover by limousine, commuter bus, or taxi (as noted above).

Luggage, Foot Lockers, and Boxes

Students should travel light and bring only what they can carry with them – whether by car, bus, train, or plane. NECESSITIES (TOILETRIES, LINEN, TOWEL, ETC.) FOR THE FIRST NIGHT SHOULD BE IN THE STUDENT'S HAND LUGGAGE. Shipping extra luggage and lockers is usually more trouble and expense than it is worth. But if it is absolutely necessary to ship items, please address them to the STUDENT at the Phillips Academy Summer Session, Phillips Academy, Andover, MA 01810. United Parcel Service and Parcel Post deliver to our mailroom. Student parcel pickup is between 9:30 a.m. and 4:00 p.m.

Rooming Policy

Students are assigned to rooms according to their room card requests – or as nearly as possible, but because the opportunity to make new friends is so valuable, **WE DO NOT HONOR REQUESTS FOR OLD FRIENDS TO ROOM TOGETHER. STUDENTS LEARN THE NAME OF THEIR ROOMMATE, THEIR DORMITORY, AND THEIR ROOM NUMBER WHEN THEY REGISTER ON JULY 2. THERE ARE NO EXCEPTIONS TO THIS POLICY.**

Housing

There is great variety in dormitory accommodations. On a historic campus such as this one, many student (and faculty) rooms verge on the "quaint." We can assure you that the quarters are safe; we do not guarantee them to be commodious or modern. Since we have a 50/50 balance of singles to doubles, we cannot fill all requests for one or the other type of room. A 450-acre campus means plenty of walking. We expect young people to accommodate themselves to such exercise unless medical reasons dictate otherwise.

Clothing	Students need comfortable clothing: slacks, dungarees, shorts, comfortable shoes; some clothing suitable for trips to colleges, theatres, etc.; swimming and athletic gear; warm pajamas and a sweater for cool nights; and raincoats.
Dress Restrictions	Shoes must be worn in all buildings. Except at beach or pool, swimsuits may not be worn as outer clothing.
Linen and Laundry	The Summer Session does not supply sheets, pillow-cases, towels, or blankets. Students will need blankets. Nearly all dormitories have coin-operated washing machines and dryers. There are also cleaners and laundromats downtown. The E & R Linen Company has agreed to serve Phillips Academy students by providing laundry service and rental of bed linens and blankets. For more information and fees, see the accompanying flyer. E & R Linen Company can be contacted at 1-800-622-7789.
Gym Locker & Towel	For a nominal fee refundable at the end of the session, each student will be issued a locker and a towel for use in the locker room.
Room Furnishings	Dormitory rooms are furnished with a bed (with mattress and pillow), desk, chairs, and bureau. No table or study lamps or rugs are provided.
Electrical Appliances	Fans are permitted (10-inch size or smaller), but air conditioners, personal refrigerators, and television sets are not. Radios, record players, and tape players are permitted, but must be played only in the student's own room and only at a volume which cannot be heard outside of the room. They may not be played in the Dining Hall, the Gym, the classroom buildings, or out-of-doors.
Personal Computers	Personal computers are permitted, but the Summer Session operates a Word Processing Center, with day and evening hours, where students may type and print writing assignments. Instruction is available.

Expenses The \$2800 charge for boarding students includes tuition, board, and room. The day student charge of \$2000 covers tuition and all meals. Within two weeks of acceptance, the student pays a *non-refundable* \$300 deposit, credited toward the tuition charge. To ensure the student's admission the balance including course fees is due on or before June 1. All checks should be made payable to The Trustees of Phillips Academy.

In accordance with the Summer Session policy, **A STUDENT CANNOT BE REGISTERED UNTIL HIS BILL IS PAID, AND NO REFUND OF THE \$300 DEPOSIT OR THE REMAINING TUITION, BOARD AND ROOM IS MADE TO THE STUDENT WHO WITHDRAWS OR IS DISMISSED.**

Spending Money A Cirrus Network automatic teller machine is located on campus to facilitate students' handling of their "spending money." A checking account opened in a Cirrus Network bank (located throughout the U.S.A. and Canada) before coming to Andover will allow parents to deposit funds locally which can be drawn on by students with their money card. International students should refer to the International Student Information Sheet which accompanied the Catalogue. Bank credit cards, telephone credit cards and large amounts of money are ill-advised given the ages and number of students in the Summer Session. Small weekly checks from parents made payable to "Trustees of Phillips Academy" can be cashed in the Summer Session Office.

Students who wish to live **AS SIMPLY AS POSSIBLE** should not find expenditures for extras in excess of \$400, which would include the cost of textbooks. (For greater expenses, see Trips and Tours.)

Trips and Tours The Trips and Tours program offers ventures to college campuses, Tanglewood concerts, Red Sox baseball games, the beach, and other attractions.

Sunday beach trips cost \$5.00 (the school supplies a picnic lunch), but the full expense of the other trips is passed on to the students at prices that cover the cost of transportation and admission. Those availing themselves of several such opportunities may well need more than the usual \$400 to cover extra expenditures.

**Health
and
Medical
Expenses**

Isham Infirmary, the Academy's medical facility, is a licensed hospital in the state of Massachusetts and is open 24 hours a day throughout the Summer. All minor injuries and illnesses are treated at Isham Infirmary by the medical staff consisting of Registered Nurses and the Medical Director. Charges are incurred for services at Isham Infirmary, including all inpatient admissions and most outpatient services. As a courtesy service to you, we are happy to do any billing directly to your insurance carrier based on the complete and appropriate information which we ask you to supply on the Waiver of Health Insurance Form. However, there are some services such as allergy serum injections, physical examinations, dental services, psychological and alcohol-related admissions, transportation charges, etc., that are billed directly home to the parent or guardian. Under certain circumstances students may be required to visit local doctors for special treatments, surgery, or consultation, dental or optometric services. Only emergency dental services can be arranged by the Infirmary. Any services rendered outside of Isham Infirmary are billed directly through those offices.

All charges not covered under an insurance plan are ultimately the responsibility of the parent or guardian.

The following forms **MUST BE COMPLETED, SIGNED AND DATED, AND RETURNED TO ISHAM INFIRMARY BY JUNE 1ST** in order for your child to register for Summer Session.

1. PERMISSION FOR MEDICAL CARE
2. WAIVER of Phillips Academy's Primary Health Insurance Form

All students must provide proof of adequate primary health insurance in order to register for the Summer Session. If the student is not currently enrolled in an adequate primary health insurance plan, or if the

Waiver of Primary Insurance form is not completed in full, signed by the parent or guardian, and returned by June 1st, your child will automatically be enrolled in the Phillips Academy plan at a nominal cost to you.

3. PARENTS' MEDICAL QUESTIONNAIRE — Massachusetts State Law REQUIRES proof of immunizations BEFORE a child is allowed to enter school. If your child is missing any necessary immunizations, your physician should administer them. If your submitted medical questionnaire indicates the lack of proper immunization, your child will not be able to register and will proceed directly to Isham Infirmary where the required immunizations will be given. If you have religious or medical reasons for refusing immunization, we must be informed in writing so that your child may be exempted. Additionally, although a complete physical examination is not necessary for enrollment, a physician's report is requested if there are known medical problems which would influence participation in school activities or which would require special arrangements through Isham Infirmary.

Notebooks, Paper, etc. Student supplies are available at CVS Drug Store and at Thompson's both on Main Street in downtown Andover, four and one-half blocks from Chapel Avenue.

Textbooks Required books are purchased by the student at the Andover Book Store located in the Olde Andover Village downtown. The cost of textbooks ranges from \$50 to \$100 for Major Courses and from \$30 to \$75 for Minor Courses.

Daily Bulletin The Daily Bulletin contains important announcements and information and is posted each day on school and dormitory bulletin boards. Students are responsible for the information that it contains and MUST therefore read it daily.

Mailbox The Mail Room is in George Washington Hall. Access to student mailboxes is from 8 a.m. to 4:30 p.m. Monday through Friday. Parcel post pick-up is from 9:30 a.m. to 4 p.m. Monday through Friday. The Mail Room is not accessible on weekends.

Students MUST check their mailboxes daily for messages.

Mail Mail to the students should be addressed:
(Student's Name)
Student Post Office
Phillips Academy Summer Session
Phillips Academy
Andover, MA 01810

Telephone Telephoning students is sometimes difficult. They are often away from the dormitory. It is far easier for the student to telephone relatives and friends, perhaps at regular intervals. Urgent messages for students to return a call may be left by calling the Summer Session office (Monday through Friday, 8:30-4:30, Saturday 8:30-12) or the House Counselor. See pp. 16-17 for dormitory payphone numbers.

Snack Bar The Ryley Room is in the basement of the Commons and is open at the following times:

Mon., Tues., Thurs., Fri.	Noon to 7:45 p.m.
Wednesday	4:30 to 7:45 p.m.
Saturday	4:30 to 11:15 p.m.
Closed Sunday	

Day Students Each Day Student is affiliated with a dormitory and thus included in its activities. Day Students will gain a great deal more if they participate in the life of the Summer Session as fully as possible. With the House Counselor's permission it is, on occasion, possible for Day Students to stay overnight.

I.D. Cards	Identification Cards (obtained on Registration day) must be carried by students at all times. Cards are necessary for admission to school social functions, meals at Commons, cashing checks, and for checking books out of the Library. The charge for replacing a lost I.D. is \$7.00. The cards are remade in the Summer Session Office.															
Course Change	Once students arrive here, a course change is made only because a teacher recommends it and only before the first Monday of classes. All such arrangements are made by Mrs. Grogan, Dean of Admissions (in consultation with both teachers involved). Because all courses are filled as of the beginning of the Session, most course changes are impossible.															
Grades	All courses are taken for a grade. Those students wishing to have their grades sent to their home schools, in order to be considered for academic credit, MUST REQUEST A TRANSCRIPT (which includes both the student's grades and teacher reports). Request forms are distributed in class toward the end of the session. (House Counselor reports are sent only to the student's parents.)															
TOEFL Examination	All students in the English as a Second Language program are required to take the Test of English as a Foreign Language twice during the summer. The cost is \$12 for the initial placement exam and \$12 at the end of the session.															
Grade Translation	The Phillips Academy grading scale is zero through six. <table><tr><td>6 High Honors</td><td>93-100</td></tr><tr><td>5 Low Honors</td><td>85-92</td></tr><tr><td>4 Good</td><td>77-84</td></tr><tr><td>3 Satisfactory</td><td>69-76</td></tr><tr><td>2 Minimum Pass</td><td>60-68</td></tr><tr><td>1 Failure</td><td>Below 60</td></tr><tr><td>0 Low Failure</td><td>Below 40</td></tr></table>		6 High Honors	93-100	5 Low Honors	85-92	4 Good	77-84	3 Satisfactory	69-76	2 Minimum Pass	60-68	1 Failure	Below 60	0 Low Failure	Below 40
6 High Honors	93-100															
5 Low Honors	85-92															
4 Good	77-84															
3 Satisfactory	69-76															
2 Minimum Pass	60-68															
1 Failure	Below 60															
0 Low Failure	Below 40															

The required course load in the Phillips Academy Summer Session is the approximate equivalent of one Carnegie Unit (2/3 for the Major Course and 1/3 for the Minor). Advanced level courses probably deserve one and one-half Carnegie Units.

**Summer Session
Certificate**

Every student who has earned grades of 2 or above in both the Major and the Minor course and who has earned satisfactory effort ratings in both classes and who has abided by the rules of the Summer Session will receive a Certificate of Attendance.

Academic Load

The required combination of one Major Course and one Minor Course means 18 hours in the classroom every week. In general, up to one and a half hours of preparation is assigned for each hour of class attendance.

Each student attends class, uses study hours and completes and goes beyond the simplest terms of each assignment. Although the Summer Session is designed to afford each student ample time for social and recreational activities, ALL STUDENTS WORK DILIGENTLY DAILY DURING CLASS PERIODS AND FROM 8 P.M. UNTIL THEY GO TO SLEEP (a brief mid-evening study break is allowed).

Reports

The Deans receive mid-session academic progress reports from teachers and may suggest extra help or counseling if needed. Teachers and House Counselors submit typed end-of-session reports which are mailed to parents or guardians shortly after the close of the Session.

**Absences from
Class**

Only medical excuses verified by Isham Infirmary are valid. Any other absence occasions a disciplinary response.

A Friend in Need

The Summer Session responds sensitively and supportively and immediately to the individual. In addition to House Counselors and Teachers, the following faculty are readily accessible to students in need: Dean Pottle, Dean Quattlebaum, the Chaplain, Dr. Borland, Mrs. Grogan, Mr. Sherrill, and the Director, Mr. Sykes.

The Summer Session offers personal counseling services at Graham House (behind the Chapel) on a drop-in or appointment basis. Hours will be listed in the Daily Bulletin.

Students shouldn't feel that they are imposing upon others when seeking advice or assistance. On the contrary, it is the natural and appropriate thing to do.

Dormitory Numbers

Abbey House.....	475-9837
Adams Hall North.....	475-0546
Adams Hall South	475-9845
Alumni House	474-0089
America House	475-9815
Andover Cottage.....	475-9747
Bailey House.....	474-0090
Bancroft, 1st Fl	475-9858
Bancroft, 2nd Fl	475-9850
Bartlet Hall North	475-9866
Bartlet Hall South.....	475-9804
Bishop Hall North	475-9831
Bishop Hall South	475-9806
Blanchard House.....	474-0080
Carriage House.....	474-0091
Carter House	474-0084
Clement House.....	475-9778
Double Brick House	475-9744
Day Hall North, 2nd Fl	475-9317
Day Hall North, 3rd Fl.....	474-0187
Day Hall South, 2nd Fl	474-0349
Day Hall South, 3rd Fl	474-0973
Draper Cottage.....	475-3930
Eaton Cottage	470-0191
Flagg House.....	474-0093
Foxcroft Hall 1st Floor.....	749-4649

Foxcroft Hall 2nd Floor.....	749-4650
Foxcroft Hall 3rd Floor.....	749-4652
French House	474-0085
Frost House	475-6429
Fuess House North.....	475-9665
Fuess House South.....	475-9746
Hall House	475-9659
Hearsey House	475-8857
Isham North, Inside	475-9741
Isham North, Outside	475-9814
Johnson Hall North	475-9840
Johnson Hall South.....	475-9809
Junior House.....	475-9697
Morton House.....	474-0094
Nathan Hale East.....	475-9776
Nathan Hall West.....	475-9788
Newman House.....	470-1395
Paul Revere North	475-9898
Paul Revere South	475-9827
Pease House.....	474-0083
Pemberton Cottage	474-9398
Rockwell Hall North.....	475-9826
Rockwell Hall South.....	475-9792
Smith House.....	475-9865
Stearns House	475-9757
Stevens, Abbot, Basement	475-9867
Stevens, Abbot, Common Room.....	475-9846
Stevens, Abbot, Game Room	475-9650
Stimson East	475-9742
Stimson West.....	475-9868
Stowe House	474-0086
Stuart, E.H. North.....	475-9614
Stuart, E.H. South	475-9663
Taylor Hall East	475-9872
Taylor Hall West.....	475-9777
Thompson House	474-0081
Tucker House	474-0082
Whitney, Alice	474-0087
Williams Hall.....	475-9662
	475-6520

Motels Accommodations for parents visiting their children should be reserved in advance. The nearest lodgings are the Andover Inn on the campus (508-475-5903), the Rolling Green Host Hotel in Andover (508-475-5800), Tage Inn (508-685-6200) in West Andover, the Andover Marriott Hotel (508-975-3600), the Hampton Inn in Lawrence (508-975-4050), The Merrimack Valley Motor Inn in North Andover (508-688-1851), and the Quality Inn in Lawrence (508-795-0661).

Another Word to Parents Success in the Phillips Academy Summer Session depends upon the school's academic integrity – upon the firmness of the classroom and evening study hours. Therefore, a request to miss class or evening study time for family reasons is clearly in conflict with the soundness of the program.

Please understand that we cannot keep school properly and also honor ideas of family convenience (barring real emergencies, of course) or entertain the idea that summer is primarily for play. In short, the integrity of the classroom and of evening study must be kept; we ask that parents kindly cooperate in this matter. Please, do not hesitate to telephone the Director or one of the Deans of Students when you have a question or concern. Monday through Friday 8:30 a.m. to 4:30 p.m. and Saturday 8:30 a.m. to noon call 508-749-4410. At all other times the Public Safety Office will put you in touch with the Director or Dean of Students if you call them at 508-749-4400.

The Daily Schedule

7:15 - 8:00	Breakfast
8:00 - 10:00	Major Course Classes
10:00 - 10:30	Morning Break
10:30 - 11:45	Minor Course Classes*
11:50 - 1:05	Minor Course Classes*
11:30 - 1:30	Lunch
1:35 - 2:55	College Rap Sessions**
3:05 - 5:05	Afternoon Activities**
5:00 - 6:30	Dinner
8:00	Study hours begin
10:00	Students in own dorms
11:00	Students in own room

Wednesday, Saturday, and Sunday
back-to-campus sign-in time: 8:00 p.m.

Saturday night sign-in time
from campus activities: 11:30 p.m.

Sunday meals

9:00 - 12:00	Brunch
5:00 - 6:00	Dinner

*No Minor Courses on Wednesday

**Not applicable on Wednesday and Saturday

Other Schedules

Arts Center	8:00 a.m. - 9:45 p.m.	Mon. thru Fri.
	8:00 a.m. - 6:00 p.m.	Sat.
	10:00 a.m. - 9:45 p.m.	Sun.
College Counselor	10:45 a.m. - 12:15 p.m.	Mon., Tues., Thurs., & Fri.
	Additional hours by appointment	
Computer Center	10:30 a.m. - 9:00 p.m.	Mon. thru Fri.
	10:30 a.m. - 2:00 p.m.	Sat.
	1:00 p.m. - 9:00 p.m.	Sun.
Director & Deans	8:30 - 10:00 a.m. and	
	10:30 a.m. - 4:30 p.m.	On call 24 hours a day.
Infirmary	Open 24 hrs. a day for all emergencies, minor injuries, and all illnesses	
	10:00 a.m. - 12:00 noon	Doctor's Office Hours
	7:00 a.m. - 5:30 p.m.	Outpatient Dept.
	24 Hours	Inpatient Dept.
	11:00 a.m. - 7:00 p.m.	Inpatient Visiting Hours
Language Lab	8:00 a.m. - 10:00 a.m. and	
	10:30 a.m. - 1:30 p.m.	Daily except Sun.
	6:00 p.m. - 9:00 p.m.	Daily except Sat.
Library	9:00 a.m. - 9:00 p.m.	Mon. thru Fri.
	9:00 a.m. - 1:00 p.m.	Sat.
	6:00 p.m. - 9:00 p.m.	Sun.
Cochran Sanctuary	1:00 p.m. - 6:00 p.m.	Daily
Mailroom	8:00 a.m. - 4:30 p.m.	Mon. thru Fri.
	(See also page 8 and page 13)	
Summer Session Office	8:30 a.m. - 4:30 p.m.	Mon. thru Fri.
	8:30 a.m. - 12:00 noon	Sat.
Swimming Pool	4:30 p.m. - 5:30 p.m.	Mon., Tues., Thurs., & Fri.
	3:00 p.m. - 5:00 p.m.	Wed., Sat., & Sun.
Trips & Tours	10:00 a.m. - 11:30 a.m.	Mon. thru Sat.

**College
Counseling**

The College Counselor is eager to talk to any student about colleges. Weekly workshops provide students with the essential skills to understand financial aid, to write the college essay, and to be effective in a college interview. Watch the Daily Bulletin for times and places of meetings.

**College
Rap Session**

Rap Sessions with college representatives are held outside, the weather permitting; otherwise, they are held in White Auditorium in the basement of Evans Hall. The Counselor posts the Rap Sessions schedule on the Evans Hall doors and the bulletin boards in Commons.

**Trips
to College**

Upon arrival each student receives a copy of the college trip schedule. Participation in a college tour is arranged by sign-up at a time and place published in advance in the Daily Bulletin. The cost to the student varies with each trip, \$5.00 and up, depending on the distances involved.

Students and parents should be aware that it is not possible to accommodate every wish in this matter. Colleges limit the number of students they are willing to take on each tour, and the Summer Session must limit the amount of time and energy spent on this activity as only Wednesday afternoons are available. Therefore, an occasional disappointment can occur, especially when a student does not sign up at the earliest opportunity. Students who may not have another opportunity to visit Eastern colleges should pay particular attention to sign-up notices to ensure their reserving a place on a tour.

**Tuesday
Colloquia**

Weekly colloquia on contemporary socio-ethical issues are held on Tuesday evenings from 6:45 to 7:45 p.m. These colloquia feature speakers or movies or both to prompt a focussed debate on a controversial event or issue. Brief discussion follows each presentation. The colloquia are open to all who wish to attend.

Religious Services	Students and the Summer Session Chaplain plan and conduct on-campus worship services. All of Andover's churches welcome students.
Student Conduct	Students are expected to take responsibility for their own actions whether they are explicitly covered by the rules or not. Common sense and goodwill can forestall actions not specifically forbidden, yet harmful to oneself or to the community. THOSE WHO SHOW AN UNWILLINGNESS TO CONFORM TO THE RULES AND SPIRIT OF THE SUMMER SESSION, NEGLECT THEIR WORK, COMMIT PLAGIARISM, OR JEOPARDIZE THE WELFARE OF OTHERS ARE DISMISSED OR PLACED ON PROBATION. Failure to meet the terms of probation results in dismissal.
Respect For Others	All students are expected to respect each other, staff in every area of the school, faculty and anyone else they encounter on or off the campus. Disrespectfulness is considered as serious an offense as any other major rule violation and may result in dismissal. The even more unacceptable relative of disrespectfulness, HARASSMENT, results in immediate dismissal.
A Special Note on Plagiarism	Plagiarism, the unauthorized use of the words or ideas of another person, is a form of thievery. Copying a portion of a book or article or of a fellow student's paper or examination and submitting the work as one's own constitutes intellectual dishonesty, which cannot be tolerated in an academic community, and therefore results in dismissal.
Drugs and Alcohol	STUDENTS MAY NOT USE OR POSSESS ALCOHOLIC BEVERAGES, MARIJUANA, HARD DRUGS, OR DRUG PARAPHERNALIA. A STUDENT WHO IS FOUND TO USE OR POSSESS ANY OF THESE ON OR OFF CAMPUS IS DISMISSED FROM THE SUMMER SESSION.

The school cannot include those who break the Massachusetts and federal laws against the possession or use of alcohol by anyone under 21 and of marijuana, LSD, or narcotics by anyone of any age.

Smoking

FOR HEALTH AND SAFETY REASONS PHILLIPS ACADEMY DOES NOT PERMIT STUDENTS TO SMOKE ON CAMPUS, EITHER INDOORS OR OUTDOORS, OR OFF CAMPUS.

To avoid frustrating circumstances, students should not have in their possessions matches or lighters or any paraphernalia associated with smoking. Students who smoke will be sent home.

**Dormitory
Safety and
Security**

Fire safety equipment, fire extinguishers, and smoke alarms are designed for use in an emergency. Students observed, reported, or admitting to tampering with this equipment are subject to fines (\$5 to \$100), and dismissal for endangering lives. Students must not have firearms, fireworks, explosives, or any kind of open flame in their rooms.

Damage

Any student found to have damaged school property will be billed the cost of repair and required to pay within three days of receipt of the bill. Unpaid bills preclude one's receiving any acknowledgement of work at the Summer Session.

Parents and students should make certain that their homeowners insurance policy or analogous apartment policy will cover the expense of damage.

Cars

Students may not bring automobiles (or any other motored vehicle) to the Summer Session, and they may not drive any such vehicle on campus. They may ride in a private car only if it is driven by a parent or faculty member, by an adult approved by the student's House Counselor or by Dean Pottle or Dean Quattlebaum. Hitchhiking is prohibited by state law. Given the dangers inherent in hitchhiking, the Summer Session disciplines students who hitchhike.

**Stipulations
for
Leaving
Campus**

INASMUCH AS THE PHILLIPS ACADEMY SUMMER SESSION IS AN INTENSIVE ACADEMIC PROGRAM BASED ON A SIX-DAY WEEK, STUDENTS ARE REQUIRED TO MAKE WEEKEND PLANS THAT DO NOT CONFLICT WITH THEIR CLASSROOM OBLIGATIONS. PLEASE NOTE THAT WEDDINGS, FAMILY OUTINGS, AND THE LIKE MAY NOT INTRUDE UPON CLASSROOM TIME, MONDAY THROUGH SATURDAY, NOR UPON EVENING STUDY TIME, SUNDAY THROUGH FRIDAY.

STUDENTS WITH PARENTAL PERMISSION ON FILE IN THE SUMMER SESSION OFFICE AND THEIR HOUSE COUNSELOR'S CONSENT MAY LEAVE THE CAMPUS AS FOLLOWS:

Day Excuse

With the above stipulations satisfied, a Day Excuse is valid on Wednesday and Saturday from the end of class hours until 8:00 p.m. and on Sunday from 7:00 a.m. until 8:00 p.m. Day Excuses are granted by the House Counselor. There are no Day Excuses granted the first weekend of the Summer Session.

**Overnight
Excuse**

With above stipulations satisfied, the Overnight Excuse gives students permission to go home for the weekend and is valid from the end of their class hours on Saturday until 8:00 p.m. Sunday.

Students who wish to visit a friend's home on an Overnight Excuse must have on file, in addition to the above stipulations, a written invitation from their **PARENTAL HOST**. The invitation must reach the Summer Session Office by 3:00 p.m. on the Thursday before the proposed visit. Any other procedure, owing to an emergency, must be personally approved by Dean Pottle or Dean Quattlebaum.

Overnight Excuses are obtained by asking the House Counselor for an Overnight Excuse Slip with the House Counselor's signature on it, the latter as evidence of the House Counselor's approval. The Overnight Excuse Slip must then be filed with the Deans (like the invitation from the parental host) by 3:00 p.m. Thursday. **NO OVERNIGHT EXCUSES ON THE FIRST WEEKEND.**

**Excuse(s)
Can Be
Denied**

House Counselors or the Deans may deny either a Day or Overnight Excuse, or both, to those students whose conduct is in some way unsatisfactory.

Such things as failure to sign in or out of the dormitory (correctly), indifference to evening Study Hours, playing radios or record players too loudly (or in forbidden areas), repeated or extreme tardiness, the missing of an appointment, failure to follow the House Counselor's directions, *etc.*, can result in the denial of an Excuse. A clean, orderly room is a prerequisite for either Excuse.

**Signing Out
and In**

Students are required to sign out of and into their dormitories on many occasions, to protect the safety of the community. They always sign out when leaving the campus on Day or Overnight Excuses, school trips, *etc.*, and they sign in immediately upon their return from these trips. They also sign out when leaving the dormitory during Evening Study Hours, *q.v.*, and sign in upon returning.

It is not necessary for students to sign out and in for classes, afternoon activities, and daytime shopping in downtown Andover.

**Evening
Study Hours**

Students are expected to be in the dormitory every night by 8:00 p.m. (except on Saturdays), unless their course assignments require them to be in the Computer Center, Drama Center, Language Laboratory, Library, Observatory, Photo Lab, or Study Center.

Students beginning their evening homework before 8:00 p.m. in one of the above out-of-dorm areas should get permission from their House Counselors for an early sign-out – so that such early study isn't interrupted by the necessity to sign out of their dormitories at 8:00 p.m.

A few words of caution seem necessary. By virtue of the provisions for out-of-dorm homework, STUDENTS ARE NOT FREE TO ROAM THE CAMPUS OR TO FLIT FROM ONE POINT TO ANOTHER DURING EVENING STUDY HOURS. LOITERING NEAR THE LIBRARY OR ANYWHERE ELSE IS NOT PERMITTED AFTER 8 P.M. All students must be in their dormitories

no later than 10:00 p.m. Sunday through Friday.

**Visiting
Other
Dormitory**

Boys may not enter girls' rooms, and girls may not enter boys' rooms. In fact, ALL AREAS OF A DORMITORY ARE OUT OF BOUNDS TO MEMBERS OF THE OPPOSITE SEX EXCEPT THE COMMON ROOM. THE COMMON ROOMS OR GAME ROOMS MAY BE USED BY BOTH SEXES ONLY AT THE FOLLOWING TIMES:

Wed., Sat., and Sun. 1:00 - 7:45 p.m.
All other evenings 6:30 - 7:45 p.m.

**Visitors
from
Off-Campus**

Students may have visitors from off-campus on Sundays and on Wednesday and Saturday afternoons only, and visitors other than parents should be listed with Dean Pottle or Dean Quattlebaum, preferably before arrival. Visitors may not eat in Commons, and they may not lodge in Summer Session dormitories and they may not be on campus in the evening.

**Sandals
and Shoes**

No one may go barefoot in a campus building with the exception of the dormitories.

**The
Andover
Regimen**

Some summer schools have more regulations than one finds at Phillips Academy. Here in the summertime there are few compulsory all-school meetings, no compulsory religious service, and no compulsory dress code. However, no one may miss a class, an afternoon activity, a homework assignment, a work-program obligation, etc. Neither may one break one of the relatively few rules with impunity (whether it be a minor matter or an enormity). We like the simplicity of our regimen, and we think it best to keep its integrity intact.

(MS)² Program The Mathematics and Science for Minority Students Program offers African Americans, Hispanics, and Native Americans from urban areas the opportunity to immerse themselves in study for three consecutive summers at Phillips Academy. As in several other programs in the summer, (MS)² participants are in the classroom for more than 22 hours a week; but in every other respect they have the same daily schedule, afternoon activities, housing arrangements, etc., as the rest of the student body.

Those interested in knowing more about (MS)² should talk with Walter Sherrill, the program's Director. Mr. Sherrill is in the Summer Session Office.

The Work Program All students are required to participate in the summer Work Program. **EVERYONE WORKS ONE PERIOD PER WEEK.** The amount of time per work period varies somewhat with the nature of the job and the pace of the worker, but the time expended is hardly ever in excess of 50 minutes and often only 30 to 40 minutes.

All work is done under the direction of a Custodial Supervisor who makes the daily assignments and instructs each Work Crew in the manner in which these jobs are accomplished.

The Work Program functions on Monday, Tuesday, Thursday, and Friday mornings during the Minor Course periods, beginning at 10:30 a.m. and at 11:50 a.m. when most students have a free period. Those who are in the Intensive Studio Art or (MS)² perform their Work Duty at 1:30 p.m. Ceramics students fulfill their Work Duty in the Ceramics Studio.

Commons Duty All students serve a day or two of duty helping in the kitchen and dining halls. This duty is rotated by dormitory and is in addition to the tasks of the Work Program.

Afternoon Activities The Afternoon Activities program meets Monday, Tuesday, Thursday, and Friday afternoons. EACH STUDENT MUST TAKE PART IN AN ACTIVITY. The program is divided into two three-week sessions. At the end of the first three-week session, most students are assigned to a new activity. Those desiring to stay in the same activity for both three-week sessions may do so only if that activity is undersubscribed for the second session and if the coach gives permission.

All activities are open to both boys and girls.

ANY SPECIAL DRESS, EQUIPMENT, OR EXPERIENCE IS NOTED IN THE ACTIVITY DESCRIPTION.

Drama works students do not participate in afternoon activities – see catalogue description.

Aerobic Dance Exercise Aerobics is a serious, yet entertaining way to improve cardio-vascular fitness, balance, strength and flexibility. Classes are taught to music and include both low and high impact aerobics. Two levels are offered. Aerobics shoes, while not required, provide support and cushion the feet.

Basketball Boys and girls work on the skills of the game and are organized into teams to compete on an intramural basis.

Cricket The British ancestor of American baseball. For those who have never played and for those who play well. Instruction and play.

Dance No experience is necessary. In Dance the emphasis is on communication through movement and improvisation. Some modern ballet and jazz techniques will be given.

- Encounter** This is an adventure-based program in which students encounter many unfamiliar situations and problems; they are challenged both mentally and physically. Activities include: initiative problems, map and compass, and other problem-solving situations. The only equipment needed is old clothes and a pair of old sneakers.
- First Aid** This is the American Red Cross First Aid class. The participants will learn Rescue Breathing and CPR as well as appropriate first aid for most common emergencies, such as bleeding, fractures, temperature extremes, bites and poisonings. (Certificate earned; \$20 fee.)
- Physical Fitness** This program is designed to improve muscle tone, strength, endurance, and flexibility. It can be both a pre-season conditioner for athletes or a fitness program for others. Activities include weight training, running, agility drills, and calisthenics. Everyone is welcome, but participants should prepare for a rigorous, demanding activity.
- Power Walking** Whether one has experience or not, this activity involves one in an exciting Olympic sport.
- Running** This is an afternoon activity for any kind of runner, even joggers, and for the beginner as well as for the most experienced. Each participant runs with her/his chosen group: slow, medium, or fast, but all students will be expected to stretch and run, using this experience as a chance to improve their endurance. Students must wear proper running shoes.

- Soccer** Players are organized into teams and receive some instruction in the rudiments of the game. There are numerous skill levels, and everyone will find a proper niche. There is also a Monday night faculty-student game. Both boys and girls must bring molded cleats. Shin guards are required and available in the athletic stockroom.
- Softball** Open to everyone and played for both the fun of it and for competition. Instruction is available for those who need it. Players should bring their own gloves.
- Squash** This sport is offered as a free play activity, but instruction is given to those who want it. The school furnishes the balls and the players supply their own rackets which can be purchased here (about \$25). Players must also have shoes with non-marking, light colored soles.
- Styx Ball** This is a co-ed running game involving throwing and catching a ball with a stick called a "crosse." It is a hybrid of Girl's Lacrosse and Boy's Lacrosse, without the latter's roughness and with something of the former's grace and "continuous motion," a combination which has proved very popular in the Summer Session. Styx Ball requires a special ball and stick which are provided each player by the school at no cost.
- Swimming** Swimming takes place in the indoor, six-lane pool. Swimmers are required to have nylon or other synthetic fabric swimming suits. Those with long hair must wear bathing caps. The group is divided into beginners, advanced beginners, fitness swimmers and competitive swimmers. Almost all beginners can learn how to swim in three weeks. Swim fitness includes dry land stretching exercises, swimming and some stroke instruction.
- Mini-clinics on diving, turning, and performing the various strokes are offered regularly. The competitive program includes advanced stroke instruction, and interval training for experienced swimmers.

- Tennis** The Tennis Program consists of both instruction and recreational play at the beginning, intermediate and advanced levels. Players must provide their own rackets and tennis balls.
- Ultimate Frisbee** Ultimate is a team sport resembling soccer, played with a frisbee. It's an exciting and invigorating game. Basic skills are reinforced daily.
- Volleyball** Open to everyone and played for both the fun of it and for competition. Instruction is available for those who need it.

**End of Summer
Session and
Departure**

Students may get to Logan Airport at the end of the Summer Session by way of a bus service chartered by the school. The time to sign up for this service is advertised in the Daily Bulletin during the final two weeks of the Summer Session. The charge is \$10.

Students who wish to get to Logan Airport by other means must make their own arrangements.

The Summer Session ends on Wednesday, August 12. If relying upon the school's charter bus service to Logan Airport, students should not plan to catch flights leaving the airport before 2:00 p.m. ALL STUDENTS MUST LEAVE CAMPUS BEFORE 12:00 P.M. AUGUST 12.

INDEX

Absences From Class	15	Personal Computers	9
Academic Load	15	Registration Day	4, 5
Afternoon Activities	5, 28-31	Religion	22
Cars	23	Reports:	
Clothing	9	Housecounselors	15
College:		Teachers	15
Counseling	21	Room Furnishings	9
Representatives	21	Rooming Policy	8
Trips	21	Schedules, daily	19
Colloquia	21	Schedules, other	20
Commons Duty	27	Smoking	23
Conduct, students	22	Snack Bar	13
Course Changes	14	Spending Money	10
Course Credit	14	Study Hours:	
Daily Schedules	19, 20	Classroom Hours	15
Daily Bulletin	12	Evening Study	
Day Students	13	("homework")	25
Dormitory:		Telephones	13
Signing Out and In	25	Telephone numbers	16, 17
Drugs and Alcohol	22, 23	Text Books and Supplies	12
Early Arrivals	7	TOEFL Examination	14
Expenses	10	Travel to Andover from Boston	
Fans and Air conditioners	9	and Logan Airport:	
Grades	14	Chartered School Bus	6
I.D. Cards	14	Limousine	7
Linen and Laundry	9	Commuter Bus	7
Luggage	8	Taxi	7
Mail	13	Emergencies	7
Motels	18	Travel to Logan Airport from	
(MS) ² Program	27	Andover	32
Permission to Leave Campus:		Trips and Tours	10, 11
Stipulations	24	Tuition, Board, and Room	10
Day Excuses	24	Visiting:	
Overnight Excuses	24	On-campus	26
		From off-campus	26
		Parent	18
		Work Program	27

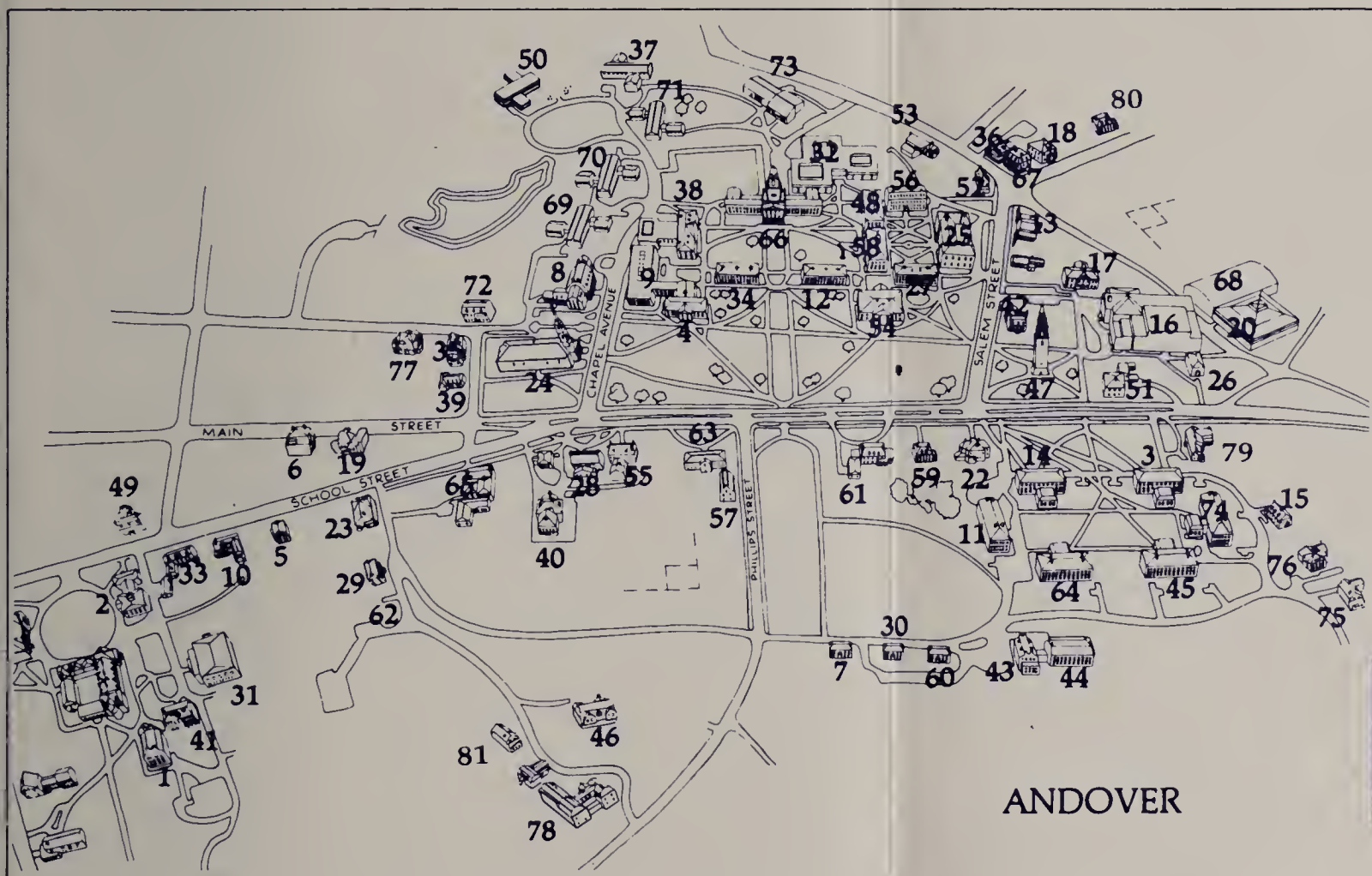
NOTES

NOTES

INDEX TO BUILDINGS

• Denotes Dormitory

1. Abbey House*
 2. Abbot Hall
 3. Adams Hall*
 4. Addison Art Gallery
 5. Alumni House*
 6. America House*
 7. Andover Cottage*
 8. Andover Inn
 9. Arts Center
 10. Bailey House
 11. Bancroft Hall*
 12. Bartlet Hall*
 13. Benner House (Ceramics)
 14. Bishop Hall*
 15. Blanchard House*
 16. Borden and Memorial Gymnasiums
 17. Bulfinch (English)
 18. Burt House*
 19. Carter House*
 20. Case Memorial Cage
 22. Churchill House
 23. Clement House*
 24. Cochran Chapel
 25. Commons (Dining Hall)
 26. Cooley House
 27. Day Hall*
 28. Double Brick House*
 29. Draper Cottage*
 30. Eaton Cottage*
 31. Engineering Building
 32. Evans Hall (Science)
 33. Flagg House*
 34. Foxcroft Hall*
 35. French House*
 36. Frost House*
 37. Fuess House*
 38. George Washington Hall
 39. Graham House
 40. Graves Hall (Music)
 41. Hall House*
 42. Hardy House
 43. Isham Hall*
 44. Isham Infirmary
 45. Johnson Hall*
 46. Junior House*
 47. Memorial Bell Tower
 48. Morse Hall (Math)
 49. Morton House*
 50. Nathan Hale House*
 51. Newman House*
 52. Newton-Hinman House
 53. Nineteen Twenty-Four House
 54. Oliver Wendell Holme Library
 55. Park House
 56. Paul Revere Hall*
 57. Peabody House
 58. Pearson Hall (Classics)
 59. Pease House*
 60. Pemberton Cottage*
 61. Phelps House
 62. Power Plant
 63. R.S. Peabody Foundation and Archaeological Museum
 64. Rockwell Hall*
 65. Samaritan House*
 66. Samuel Phillips Hall (History & Modern Foreign Language)
 67. Smith House*
 68. Summer Smith Hockey Rink
 69. Stearns House*
 70. Stevens House*
 71. Stimson House*
 72. Stowe House*
 73. Elbridge Stuart House*
 74. Taylor Hall*
 75. Thompson House*
 76. Tucker House*
 77. Whitney House*
 78. Williams Hall*
 79. Moses Stuart House
 80. Hearshey House*
 81. Carriage House*
- * Summer Session Office





Phillips Academy
Andover, Massachusetts 01810
Tel: (508) 749-4400

1991 Summer Session Students



Allen, Tamara
Dorchester, MA
Allocco, Paige A.
Calabasas, CA
Altman, Seth L.
Port Washington, NY
Anders, Isabella
Meerbusch, Germany

Anderson, April L.
Ft. Worth, TX

Anderson, Mark D.
Concord, MA

Andrade, Ana L.
Ft. Worth, TX

Aoba, Kazuaki
Newton, MA

Aster, Nick G.
Milwaukee, WI

Atienza, Gaspar
Seville, Spain

Austin, Chad A.
Fort Yates, ND

Austin, Dawn C.
Dorchester, MA

Autry, Norma J.
Bronx, NY

Aviles, Maria D.
Vega Baja, PR

Aw, Caroline F.
Hong Kong



Bachrach, Ian
Longwood, FL

Baek, David
Dix Hills, NY

Bahk, Vincent J.
Williamsville, NY

Balakrishnan, Chris
Staten Island, NY

Balis, Jeffrey M.
Tampa, FL

Barokas, Mark
Geneva, Switzerland

Beaster, Laura E.
Arlington, WA

Beckham, Jerrell K.
Dayton, OH

Begay, Jessica Lee
Tuba City, AZ

Behrenst, Jon S.
Arlington, WA

Belmont, Eduardo
Lima, Peru

Benazzo, Franco P.
East Boston, MA

Benichou, Fabien
Annecy, France

Bergquist, Leif K.
Scarsdale, NY

Berlinguer, Fiammetta
Sassari, Italy



Berrada, Tony N.
Divonne, France

Berti, Lisa
Bologna, Italy

Biltekoff, Leslie P.
Buffalo, NY

Bird Bear, Justin L.
Box Elder, MT

Blake, John K.
Metairie, LA

Blalock, Martina S.
Lawrence, MA

Blank, Paul S.
Short Hills, NJ

Bodner, Jason R.
Millburn, NJ

Bonarelli, Inmaculada
Santo Domingo,
Dominican Republic

Borowy, Pawel J.
Warsaw, Poland

Borowy, Wojciech
Warsaw, Poland

Boulanger, Joshua R.
Portland, ME

Boutros, Sam R.
Canfield, OH

Bowo, Humar A.
Jakarta, Indonesia

Abiti, Fernando M.
Puebla, Mexico

Abiti, Miguel M.
Puebla, Mexico

Acevedo, Alidalis
Carolina, PR

Ackerman, Amanda L.
Rancho Palos Verdes,
CA

Addad, Marilyn I.
Antibes, France

Ahmed, Farooq
Leawood, KS

Ahmed, Nedda H.
Irmo, SC

Ahn, Irene
Irvine, CA

Aishman, Steven K.
Greenwich, CT

Al-Jadda, Souheila
Norwalk, OH

Alejandro, Raymond
Juncos, PR

Allais, Lucia
Gouvieux, France

Allen, K. Farrell
Little Rock, AR

Allen, Rachael A.
Townsend, MA



Bramble, P. David
Baltimore, MD

Brill, Heather A.
Kings Point, NY

Britton, Adrienne M.
New York, NY

Broger, Larissa
Geneva, Switzerland

Brown, Lysandra A.
Atlanta, GA

Brown, Russell E.
Pacific Palisades, CA

Brown, Tomeka Dawn
Atlanta, GA

Browning, John C.
San Antonio, TX

Bruno, Mariela G.
Gnaynabo, PR

Bryan, Sarah B.
Los Angeles, CA

Bundy, Nicholas MW
Anchorage, AK

Burch, Melody M.
Washington, DC

Burckhardt, Coco
Kaufbenren, Germany

Burlinson, Andrew A.
Larchmont, NY

Burns, Nathan J.L.
Baltimore, MD

Burtin, Darnell
Chicago, IL

Busse, Tim
Meerbusch, Germany

Cabral, Myrna P.
*Santo Domingo,
Dominican Republic*

Caceres, Gelda M.
*Santo Domingo,
Dominican Republic*

Cain, Chandra L.
Fairfield, IA

Cain, Trevor W.
Alexandria, VA

Campbell, Tara M.
St. Louis, MO

Canard, Tracy L.
Salt Lake City, UT

Canter, Elizabeth
Potomac, MD

Carbajo, Charles S.
Los Angeles, CA

Carmichael, Dana Karen
Baltimore, MD

Carmichael, Eric Joseph
Baltimore, MD

Carrington, Tamara L.
Washington, DC

Carvounis, Petros E.
Athens, Greece



Casas Miralles, Pep
Barcelona, Spain

Castro, Maricel
Trujillo Alto, PR

Cha, Catherine
Pleasantville, NY

Chae, Patrick M.
Iselin, NJ

Chan, Wayne
Taipei, Taiwan

Chang, Elena P.
Dunwoody, GA

Chang, Elizabeth L.
Shererville, IN

Chang, George T-H.
Fresno, CA

Chang, Grant K.
Newark, NY

Chang, Jennifer J-Y.
Seoul, Korea

Chang, Sarah S.
Windemere, FL

Chang, Sharlene
Irvington, NY

Chavez, Alex J.
Los Angeles, CA

Chee, Christine
Cameron, AZ

Chen, Andrew J-H.
Wellesley, MA

Chen, Eddy J.
Scarsdale, NY

Chen, Felicia
Wilmette, IL

Chen, Sophia
Wilmette, IL

Chen, Xin-Hua
Scarsdale, NY

Chin, Phillip
Northbrook, IL



Chiu, Stephanie B.
Dallas, TX

Cho, Edward
Seoul, Korea

Cho, Ian
Acton, MA

Cho, Mi Yong
Edison, NJ

Choe, Anita M-K.
Saratoga, CA

Choe, Michael B.
Los Angeles, CA

Choe, Suzie
Bridgewater, NJ

Choe, William K.
Oak Brook, IL

Choi, Erwin J.
Kingston, NY

Choi, Michelle H.
Northbrook, IL

Choi, Su Chong
Culver City, CA

Choi, Young W.
Alexandria, VA

Choung, Hena Y-S.
Melville, NY

Chu, Sun-Yoo
Seoul, Korea

Chun, Kyoung-Hwan F.
Gleichen, Germany

Chun, S. Erica
Westfield, NJ

Chun, Stephen K.
Wyckoff, NJ

Chung, Albert K-S.
Brookfield, WI

Chung, Glen
Cerritos, CA

Chung, Jenny I.
Florham Park, NJ

Chung, Terrine
Manlius, NY

Citrin, Melanie J.
London, England

Clark, Ronald R.
San Francisco, CA

Clippard, Seth D.
Chattanooga, TN

Coates, Tracey J.
St. Paul, MN

Cogley, Adam J.
Boxford, MA

Coleman, Danielle Y.
Los Angeles, CA

Coleman, LaTanya D.
Chicago, IL

Cooper, Autumn
Cambridge, MA

Cooper, Joel E.
Beverly Hills, CA



Cooper, Tracy A.
East Boston, MA

Cordner, Melissa A.
Harvard, MA

Cosmas, Corinna
Livingston, NJ

Creveling, John D.
Corpus Christi, TX

Crubezy, Alexandre
Fontenay Aux Roses,
France

Csaszar, James M.
Franklin Lakes, NJ

Curtis, Isma'il
Louisville, KY

Dahlstrom, Danielle L.
Hagerstown, MD

Dal Rio, Chiara
Bologna, Italy

Dalcorso, Natacha
Vernouillet, France

Dalla, Daniela
Bologna, Italy

Dashefsky, David B.
Potomac, MD

Davis, Martina M.
Chicago, IL

De Barros, Alexandra L.
Boston, MA



De Co, Elena
Bologna, Italy

De Jesus, Marily
Bayamon, PR

de la Fosse, Gaelle
Paris, France

de Rooij, Mirjam
Honten, Holland

Deacon, Joshua S.R.
Brookfield, WI

DeFelice, Gregory W.
Laguna Hills, CA

Deheuvels, Sophie F.
Bourg La Reine, France

deNiord, Soren H.
Putney, VT

DeSa, Deborah A.
Batavia, NY

Diamantis, Nicos M.
Athens, Greece

Dickinson, Jane A.
Chillicothe, MO

Dixon, Sonya M.
Monaco

Doclo, Simon E.
Schilde, Belgium

Doster, Michael T.
Baltimore, MD

Dougherty, Julie A.
St. Louis, MO

Downey, Kate E.
Lincoln, MA

Drabkin, Mark T.
Tokyo, Japan

Dries, Valerie M.
Antibes, France

Dubini, Ludovica
Milan, Italy

Dumitresco, Cecile
Antibes, France

Eder, Mareno J.
Wanblee, SD

Efkarpidou, Myra
Athens, Greece

Efkarpidou, Olia
Athens, Greece

Ehrlich, Jason S.
Elkins Park, PA

Eng, Seewan
Southboro, MA

Ernstrom, Glen G.
Rowley, MA

Escudero, Marlene M.
Condado, PR

Estrada, Celeste A.
San Antonio, TX

Falke, Susanne B.
Berlin, Germany



THE STUDENTS 1991



Farr, Melissa T.
Chicago, IL

Fay, Bambi N.
York, PA

Ferguson, Eliot L.
Tallahassee, FL

Fernandez, Ernesto F.
Miami, FL

Ferraiuoli, Bibiana
Guaynabo, PR

Ferrara, Jennifer E-S.
Seoul, Korea

Ferraro, Danielle R-E.
Downey, CA

Fink, Jonathan T.
Abilene, TX

Fink, Rob C.
Abilene, TX

Firstahl, Lexi A.
Arlington, WA

Fluet, Lisa J.
Methuen, MA

Fong, Christina T.
Miami, FL

Frazier, Anne E.
St. Simons Island, GA

Fredericks, Dahlia
Scarsdale, NY

Freed, Mason L.
Fresno, CA

Frett, Thwana
New York, NY

Fuentes, Javier
Manati, PR

Fuhr, P. Ainsley
Stamford, CT

Funk, Patrick G.
Derby, KS

Furuya, Saburo
Rye Brook, NY

Gabel, Alison E.
Acton, MA

Garcia, Delimar
Lawrence, MA

Garden, Sansang
Bangkok, Thailand

Gardino, Giacomo
Torino, Italy

Gardstein, Betsey M.
Great Neck, NY

Gastwirth, Jason M.
Great Neck, NY

Gaztambide, Mario F.
Rio Piedras, PR

Gelbort, Galit
Beverly Hills, CA

Gerson, James C.
New York, NY

Ghikas, Elina
Athens, Greece



Gilchrist, Joshua L.
E. Cleveland, OH

Gildred, Anne L.
San Diego, CA

Gillard, Laure
Geneva, Switzerland

Gilmore, Jennifer B.
Athol, MA

Girardet, Florens C.
Berlin, Germany

Giussoni, Christian J.
Eysins, Switzerland

Golden, Joshua S.
Utica, NY

Goldman, Marc M.
Fort Worth, TX

Goldsztajn, Davin Z.
Los Angeles, CA

Gonzalez, Dalila
Chicago, IL

Gorbea, Carlos E.
San Juan, PR

Gordon, Ali P.
Washington, DC

Gouch, Tiffany C.
Hartford, CT

Greene, Andrew B.
Sherman Oaks, CA

Gregory, Eacata D.
Memphis, TN



Grogan, Erin P.
Andover, MA

Guillet, Delphine
Strasbourg, France

Gunther, David J.
Acton, MA

Gurule, Felimon
Taos, NM

Guth, Sebastian H.
Braunschweig, Germany

Gutow, Stefan H.
Nashville, TN

Hagen, Martin K.
Amoenburg, Germany

Hahn, Mark C.
New Rochelle, NY

Hallgren, Katie N.
Texarkana, TX

Hamaguchi, Remi
New York, NY

Handler, Rebecca L.
London, England

Hanna, Katharine A.
Bowling Green, OH

Haque, Zaffar K.
Acton, MA

Harmon, Jahbaree Atu
College Park, GA

Harriman, Anne E.
Portland, OR



Ho, Karen H.
Canfield, OH

Hoang, Ailinh T.
Louisville, KY

Hoang, Gil
Piqua, OH

Hoessrich, Isabelle E.
Kronberg, Germany

Holguin, Jr., Salvador O.
Los Angeles, CA

Holt, George B.G.
Chagrin Falls, OH

Hong, Julia J.
Upland, CA

Hosokawa, Takuji
Boxboro, MA

Hsieh, William
*Santo Domingo,
Dominican Republic*

Hu, James M.
Wayland, MA

Huang, Margaret
Sacramento, CA

Hur, Mi-Ae
Port Jefferson, NY

Huskins, Heather A.
Los Angeles, CA

Hwang, Eric H.
Wappingers Falls, NY

Hyun, Heather
Hinsdale, IL



Hyun, Jay Y.
Washington, DC

Hyun, Joanne
Seoul, Korea

Im, Phireak
Lowell, MA

Ingen-Housz, Clara C.
Courbevoie, France

Ishak, Anthony M.
Southboro, MA

Jackson, Cornelia R.
Little Rock, AR

Jacobs, Genevieve M.
Denver, CO

Jacobson, Gretchen
Redlands, CA

Jacobson, Jenessa L.
Margate, NJ

Jacquin, Priscille
Paris, France

Jain, Sakshi
*Mississauga, Ontario,
Canada*

Jean, Wenny
Overland Park, KS

Jencquel, Adolph O.
Caracas, Venezuela

Jennings, III, Neal W.
Ft. Worth, TX



Jhaveri, Dhiren P.
Nashua, NH

Jimenez, Steven R.
Corpus Christi, TX

Johnson, Wm. David
Louisville, KY

Johnson, Yolanda A.
Ft. Worth, TX

Johnston, E. Lea
Jackson, MS

Jones, Miranda Sharon
Lee
Brooklyn, NY

Josa, Marcos
Barcelona, Spain

Jun, Brian C.
Fresno, CA

Jun, Jason J.
Fort Lee, NJ

Jung, Jennifer S.
Glen Rock, NJ

Jung, Sue A.
Fayetteville, NY

Jung, Susan S.
Huron, OH

Kadar, Elizabeth
Lawrence, MA

Kahm, Howard
Los Angeles, CA

Harrington, Joan C.
Northboro, MA

Harris, Nichole M.
Chicago, IL

Harrison, Julie E.
Westlake, CA

Hate, Meghana N.
Titusville, FL

Hate, Sameer N.
Titusville, FL

Helman, Maielle F.
White Plains, NY

Henderson, Leah F.
Andover, MA

Henderson, Maurice A.
Andover, MA

Hernandez, Claudia A.
Somerville, MA

Herz, Mark R.
Houston, TX

Hickey, Jennifer L.
North Reading, MA

Higashi, Robin T.
Honolulu, HI

Hiller, N. Luisa
Sao Paulo, Brazil

Hirose, Kazuya
Yokohama, Japan

THE STUDENTS 1991



Kalmus, Katherine E.
LaGrange, IL

Kampik, Daniel
Wuerzburg, Germany

Kane, Alioune
Dakar, Senegal

Kang, David M.
Flint, MI

Kapoor, Shelly X.
Briarcliff, NY

Kapsalis, Antonis
Athens, Greece

Karle, Dagny A.
Markt Schwaben, Germany

Kato, Dai
Lexington, MA

Keith, Tamron R.
Louisville, KY

Kelley, Eileen M.
Andover, MA

Kendrick, Seana L.
Bend, OR

Kezar, Peter S.
Bradenton, FL

Khusro, Imran A.
Andover, MA

Kim, Andrew L.
Troy, OH



Kim, Annie
Palisades, NY

Kim, Brian W.
Woodinere, NY

Kim, Cathy S.
Belleville, IL

Kim, David
Manhasset Hills, NY

Kim, Dianna M.
Bryn Mawr, PA

Kim, Doug W.
Seoul, Korea

Kim, Edward O.
Grosse Ile, MI

Kim, Elizabeth
Uniontown, PA

Kim, Elizabeth M.
Upper Saddle River, NJ

Kim, Eugene K.
Wayne, NJ

Kim, Hahn S.
Huntingdon Valley, PA

Kim, Hyung S.
Van Nuys, CA

Kim, Jane C.
Shelby, OH

Kim, Jayson J.
Roslyn, NY

Kim, Jennifer S.
Coshocton, OH

Kim, John W.
Newtown Square, PA

Kim, Jong S.
Van Nuys, CA

Kim, Judy
McLean, VA

Kim, Mark D.
Staten Island, NY

Kim, Rocky
Monmouth Junction, NJ

Kim, Romana
Getzville, NY

Kim, S. Jessica
Tarzana, CA

Kim, Sherrie M.
Bellevue, WA

Kim, Simon J.
McLean, VA

Kim, Tobin A.
Phoenix, MD

Kim, William K.
Blauvelt, NY

Kimbrel, Courtney L.
Cypress, CA

Kimura, Rintaro
Tokyo, Japan

King, Eric W.
Laverock, PA



Kirkland, Catherine M.
Maurertown, VA

Kivowitz, Liz R.
Los Angeles, CA

Knauer, Kate E.
Burlington, VT

Kobu, Kaoru
Yokohama, Japan

Kohorn, Talia
Chestnut Hill, MA

Kondo, Sachiyo
Nagoya, Japan

Koo, Lily J.
Pepper Pike, OH

Krithivas, Anita
Burlington, MA

Kukreja, Raj S.
Pikeville, KY

Kumano, Arifumi
Kawasaki, Japan

Kumm, Patrick
Hewlett, NY

Kuo, Grace C-Y.
Taipei, Taiwan

Kuzuhara, Yuji
Dobbs Ferry, NY

Kwak, Michael
Sands Point, NY

Kwak, Michael S.
Manhasset Hills, NY

Kwon, Choong-Sik J.
Flushing, NY

Kwon, Chul-Joong
Woonsocket, RI

Kwon, Jimmy H.
Harbor City, CA

La, Thu L.
Lawrence, MA

Lakhani, Danishali I.
Karachi, Pakistan

Lala, Renu
Allendale, NJ

Lamarre, Marie-Claire
Amherst, NH

Lamm, Anna E.
North Andover, MA

Langone, Christina
Larchmont, NY

Lanzenberg, Thomas
Paris, France

Lara, Yolanda A.
Chicago, IL

Larson, Amy A.
Clovis, CA

Laundy, Jennifer E.
Westbrook, CT

Lawrence, Elizabeth S.
Chicago, IL



Lawson, James Anthony
Cleveland Hgts., OH

Lay, Christine J.
Oak Brook, IL

Le Roux, Helene A.
Reading, England

Le, Trang T.
Atlanta, GA

LeBessie, Despina
Athens, Greece

Lee, Allen W.
Cerritos, CA

Lee, Andrew
Staten Island, NY

Lee, Arnold C.K.
Flint, MI

Lee, Brian D.C.
Hong Kong

Lee, Charles K.
Orange, CA

Lee, Christina S.
Menlo Park, CA

Lee, Daniel
Wheaton, MD

Lee, Daniel D.
New Canaan, CT

Lee, Daniel H.
Hawthorne, NY

Lee, David D.
Rockford, IL

Lee, Ebony L.
E. Cleveland, OH

Lee, Eunice
Roslyn, NY

Lee, Hubert W.
Newburgh, IN

Lee, Hyun-Jung
Staten Island, NY

Lee, Irene S.
Irvine, CA

Lee, Julie
Smithtown, NY

Lee, Julie S.
Woodbury, MN

Lee, Michele H.
Springfield, VA

Lee, Patrick S.
Huntington Beach, CA

Lee, Sandra E.
Warren, NJ

Lee, Susie C.
Los Angeles, CA

Lee, Yoon S.
Irvine, CA

Lee, Yoonshin
Troy, MI

Lee, Zjymaalii O.
Davie, FL



Legah, Melissa ML
Window Rock, AZ

Leguide, Alexandra L.
Paris, France

Leigh, Tova A.
Pepperell, MA

Levine, David A.
Beverly Hills, CA

Lewis, David R.
Tampa, FL

Lewis, Michelle Lanette
Fort Worth, TX

Ley, Astrid
Cologne, Germany

Liao, Sophia T-T.
Taipei, Taiwan

Lightfoot, Telma S.
Louisville, KY

Lim, Steven J-S.
Tenafly, NJ

Lin, Elaina D.
Yorba Linda, CA

Lin, Steven H-L.
Scarsdale, NY

Lin, Yu-Hui
Scarsdale, NY

Lippman, Alison J.
Los Angeles, CA



THE STUDENTS 1991



Little, Darrell
Chicago, IL

Little, Leila J.
Brooklyn, NY

Liu, Christopher Y.K.
Kowloon, Hong Kong

Liu, Jeffrey C.
Taipei, Taiwan

Loiter, David C.
Columbia, MD

Lok, Christopher K.
Hong Kong

Lopez, Griselda
Chicago, IL

Lovell, Holly W.
Berkeley, CA

Luckett, Brandon D.
Westford, MA

Luk, Lawrence B.J.
Houston, TX

Ly, Nhi X.
Lawrence, MA

Lydon, Honor M.
Boston, MA

Maajid, Muhammad A.
Chicago, IL

Machureau, Anne
Paris, France

Maestas, John P.
Taos, NM



Magpayo, Eloisa F.
Castro Valley, CA

Mah, Ann M.
Huntington Beach, CA

Mah, Caroline S.
Toledo, OH

Mahoney, Meg A.
Maynard, MA

Malagelada, Carolina P.
Barcelona, Spain

Malone, Joseph R.
South Charleston, WV

Mantero, Franco
Como, Italy

Maristany, Alfonso
Barcelona, Spain

Martinez, Donna Judith
Taos, NM

Martinez, Juan A.
Caguas, PR

Martinez, Maria B.
Caguas, PR

Mason, Jr., Lawrence M.
Louisville, KY

Mathews, Y. Niketa
APO New York

Matsumoto, Shingo
Tokyo, Japan

Mau, Phan D.
Los Angeles, CA

Maumy, Beatrice
Juan-les-Pins, France

Mazzetti, Cinzia
Bologna, Italy

McDonnell, Elizabeth J.
Dover, MA

McEvelly, Heather E.
Wilmington, DE

McGann, Allison C.
Fresno, CA

McGuire, Sarah B.
New Vernon, NJ

McHugh, Jessica
Norwell, MA

McLucas, Joanna B.
Winchester, MA

McRoskey, Kate J.
Los Angeles, CA

Meade, Christina S.
Bad Soden, Germany

Mederos, Beatriz M.
Santo Domingo,
Dominican Republic

Meka, Hari P.
Peabody, MA

Mendez, Carla B.
Guaynabo, PR

Mendoza, Ricardo
Corpus Christi, TX

Mercado, Benito S.
Ft. Worth, TX

Merchant, Charisse E.
Bronx, NY

Meyers, Richard T.
Lawrence, MA

Michaud, Craig M.
Manchester, NH

Miller, Kristen C.
Bedford, NH

Millet, Daniel J.
Onex, Switzerland

Missoffe, Sebastien
Paris, France

Mitchell, Lisa Denise
Atlanta, GA

Mohan, Deepika
Perede, Portugal

Molina, Antonio A.
Trenton, NJ

Moon, Jean J-S.
Dix Hills, NY

Moore, Billy J.
Memphis, TN

Moore, IV, Julius A.
Washington, DC

Morein, Heather L.
Glendale, CA

Moretti, Lorenzo
Montreal, Quebec,
Canada

Morgan, Derrick Bernard
Atlanta, GA

Morodo, Cristina
Madrid, Spain

Moser, Serge P.
Geneva, Switzerland

Moualla, Baher K.
Latakia, Syria



Mueller, Melissa M.
Gulf Stream, FL

Mullane, Mark P.
Westford, MA

Mulroney, Renee M.
Nashua, NH

Murphy, Justin P.
Portland, OR

N'Goran, Dominique
Abidjan, Ivory Coast

Naik, Priyumvada M.
Simpsonville, SC

Naja, Khaled
Washington, DC

Najafi, Christopher R.
Cranford, NJ

Nalls, Adrian
Dayton, OH

Nam, Alfonso H.H.
*Las Palmas de Gran
Canaria, Spain*

Nasr, Esfandiar E.
Palm Springs, CA

Natarajan, Viji
Southboro, MA

Nelson, Eric J.
Mt. Clemens, MI

Nelson, John C.
Temple, TX

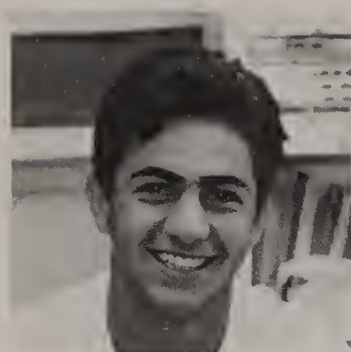
Newell, Christopher A.
Princeton, ME

Newkirk, Brian
Boston, MA

Newkirk, Diana L.
Santa Monica, CA

Nguyen, Lam T.
Atlanta, GA

Nguyen, Mai Lien T.
Honolulu, HI



Nguyen, Ngocthuu T.
St. Louis, MO

Nho, Nina M.
Lake Forest, IL

Nianzou, Aicha
Abidjan, Ivory Coast

Nilsson, B. Kris
Jarfalla, Sweden

Nomura, Mikako J.
Kobe, Japan

Nonaka, Miho
Tokyo, Japan

O'Brien, Ian G.
Fort Worth, TX

Odhammar, Anders C.
Djursholm, Sweden

Odhammar, Caroline H.
Djursholm, Sweden

Oggel, Martyn B.
Onex, Switzerland

Oh, Hi-Joung
Seoul, Korea

Oishi, Emi
Tokyo, Japan

Olivencia, Rocio
Guaynabo, PR

Olmos, Xochitl L.
Los Angeles, CA

Ong, Bruce A.
Hinesville, GA

Owens, Mary Jameelah
E. Cleveland, OH

Pacheco, Patricia E.
Los Angeles, CA

Padilla, Jose M.
Sanjurjo, PR

Paik, Gina L.
Woodland Hills, CA

Pak, Christine S.
Rolling Hills, CA

Pak, Rosalyne A.
Rolling Hills, CA

Pantazis, Phivos A.
Athens, Greece

Park, Debbie
Deerfield, IL

Park, Jean
Encino, CA

Park, Jeeyung
Irvington, NY

Park, Jennifer J-W.
Riverside, CA

Park, Joo Won
Tokyo, Japan

Park, So Young
Holbrook, NY

Parker, Mignon N.
Allston, MA

Parr, Sloane Nichole
Cleveland Heights, OH



Patel, Aarish N.
Sao Paulo, Brazil

Patel, Monica P.
Grafton, OH

Pedraza, Marcelina
Chicago, IL

Perez, Alejandro
Ft. Worth, TX

Perez, Lisette M.
Roxbury, MA

Perez, Ramon
Gurabo, PR

Perez-Prado, Esther M.
Rio Piedras, PR

Perez-Siragusa,
Christina D.
*Santo Domingo,
Dominican Republic*

Perkins, Allison L.
Fort Worth, TX

Peterson, Wendy K.
Bryn Mawr, PA

Petrizzolo, Elizabeth A.
Phoenix, AZ

Pierre-Louis, Caroline
Jamaica, NY

Pineda, Douglas A.
Los Angeles, CA

Platero, Marlene T.
Taos, NM

THE STUDENTS 1991

Pombo, Carmen
Madrid, Spain

Portocarrero, Beatriz
Coral Gables, FL

Powell, Siddeeqah
Atlanta, GA

Prieb, Kirk
Belleville, IL

Punsalan, Tricia L.
Port Neches, TX

Quesada, Raquel
*Santiago de las
Caballeros,
Dominican Republic*

Quest, Susan E.
Ho-Ho-Kus, NJ

Racz, Eموke
College Station, TX

Ragaza, Todd M.
Woodbridge, CT

Ramirez, R. Jason
San Antonio, TX

Ramsey, Rosemary D.
Tampa, FL

Ratzan, Jacob L.
Coral Gables, FL

Raymond, Carrie L.
Kadoka, SD

Rebollo, Eblin L.
Puebla, Mexico



Reiner, Dara K.
Montclair, NJ

Reis, Jason J.
Cliffwood Beach, NJ

Resnick, Brad D.
Newton, MA

Reyes, Armando S.
San Antonio, TX

Reyes, Elizabeth
San Antonio, TX

Reyes, Patricia M.
*Santo Domingo,
Dominican Republic*

Rhee, Andrew
Seoul, Korea

Rhee, Hezie
Seoul, Korea

Rhee, Jim J.
Palos Heights, IL

Riase, Maryum
Cleveland, OH

Richardson, Daniel C.
Swindon, Wilts, England

Richardson, Kimberly
Memphis, TN

Ricks, Afiya M.
Chicago, IL

Ridley, Shannon D.
Atlanta, GA

Rivera, Francisca I.
Ft. Worth, TX

Rivera, Orlando
Manati, PR

Roberts, Jessica R.
Tama, IA

Robinson, Kinsha
E. Cleveland, OH

Roderick, Tracee L.
Memphis, TN

Rodriguez, Ginessa
Caguas, PR

Rodriguez, Ybanexia C.
Bronx, NY

Rogalski, Brandon D.
Crystal Lake, IL

Roman, Damariz
Guaynabo, PR

Roppolo, William V.
Barrington, IL

Rosen, Jennifer S.
Lake Jackson, TX

Rosenthal, Danny T.
Tampa, FL

Rothman, Meg D.
West Newton, MA

Rucker, Nitra N.
Dayton, OH

Russem, Michael
North Andover, MA



Saafir, Shakir
Bronx, NY

Sabo, Kristin A.
Fresno, CA

Saison, Frederique
Antibes, France

Salomon, Sylvia
Cannes, France

Sanchez, Carlos J.
Boca Raton, FL

Sanchez, Jose
Chicago, IL

Sanchez, Tricia A.
Ft. Worth, TX

Sandler, Dorothy M.
New York, NY

Santo, Jocelyn L.
Pleasantville, NY

Sanz, Ruth
Madrid, Spain

Sasson, Susan D.
Rome, Italy

Saunders, Alexis M.
Tampa, FL

Savage, Carl K.
Wellesley, MA

Scanlon, Eben L.
Poland Spring, ME

Schauer, Matthias C.
Göttingen, Germany



Scheerer-Manuel, Olivier A.
New York, NY

Schiavi, David S.
Utica, NY

Schipper, Meike L.
Göttingen, Germany

Schmidt-Chiari,
Annunziata M.
Vienna, Austria

Scott, Dana N.
Ft. Worth, TX

Screven, Tracie N.
Dayton, OH

Scuder, Amanda
Scarsdale, NY

Settle, Kimberly
Memphis, TN

Seung, Ricky Y-S.
Los Angeles, CA

Shatkin, Elina
Cupertino, CA

Sheen, Mathew W.
Metairie, LA

Shepard, Suzanne R.
Whittier, CA

Sheptow, Josh I.
Plantation, FL

Sherman, Matthew L.
Eucino, CA



Shetty, Sajini S.
Andover, MA

Shia, Derek S.
Brookline, MA

Shiau, Emery C.
San Diego, CA

Shimizu, Kanako
Fujisawa-shi, Japan

Shimura, Yukiko
Rye Brook, NY

Shin, Caroline J-M.
La Verne, CA

Shin, Kitaek
Franklin Lakes, NJ

Shin, Thomas S.
Fullerton, CA

Sieber, Kimberley A.
Webster, MA

Sieh, Joanna
Sao Paulo, Brazil

Sieh, Timothy J.
Sao Paulo, Brazil

Silverstein, Amy L.
Raleigh, NC

Sim, Richard B.
Bethesda, MD

Simmons, Jr., Johnathan R.
Baltimore, MD



Sindby, Jesper E.
Slaugerup, Denmark

Singh, Rishi P.
Nashua, NH

Sion, Caroline A.
Crozet, VA

Sivells, Tonette
Baltimore, MD

Smith, Keisha L.
Corpus Christi, TX

Smith, Laura M.
Milton, MA

Smith, Patrick O.
Dallas, TX

Smith, Rachel J.
Westborough, MA

So, Suyin
Marion, IN

Soenen, Yann
*Montigny le Bretonneux,
France*

Song, Jee Won
Franklin Lakes, NJ

Song, Kim M.
Furlong, PA

Song, Michael A.
San Marino, CA

Song, Patricia Y-H.
Springfield, IL

Soonattrakul, Fawn P.
Kennett, MO

Sparling, Daniel C.
Rancho Santa Fe, CA

Spencer, Earnest
Chicago, IL

Stark, James H.
Holyoke, MA

Steinberg, Marc R.
Short Hills, NJ

Stephen, Christopher T.
Bedford, NH

Stephens, Spencer L.
Lithonia, GA

Stewart, Gillian M.
North Salem, NY

Stewart, Mallory A.
North Salem, NY

Strother, Natasha D.
Philadelphia, PA

Su, William
Jessup, PA

Subramaniam, Lalitha
Morris Plains, NJ

Sudo, Takaaki
Armonk, NY

Suh, Paul
Fort Lee, NJ

Suh, Taewon
Seoul, Korea



THE STUDENTS 1991

Sung, Brian Y.
Bethesda, MD

Sussman, David B.
Hollywood, FL

Symeonides, E. Venia
Atheus, Greece

Tache, Juliette
Geneva, Switzerland

Talavera, Joseph J.
Parkersburg, WV

Taliaferro, Sumayah J.
Forest Park, GA

Tammam, Carina
Westfield, NJ

Tang, David
Taipei, Taiwan

Tangney, Kevin M.
Mexico City, Mexico

Tarrero Segarra, Clara
Barcelona, Spain

Taylor, Jr., David Lionell
Chicago, IL

Teboul, Olivia
Paris, France

Teng, Chris
Scarsdale, NY

Thana, Peter T.
Chappaqua, NY

Thoma, Anna E.
Neuss, Germany



Thoma, Robert F.
Neuss, Germany

Thomas, Clarisse N.
Brooklyn, NY

Thomas, S. Abie
Andover, MA

Thomas, William L.
Ft. Worth, TX

Thomson, Keith D.
Cheyenne, WY

Thorstensen, Beata I.
North Chelmsford, MA

Tieng, Nelson L.
Scarsdale, NY

Tipirneni, Naveen B.
Danville, IL

Tobin, Bradley C.
Brooklyn, NY

Tolbert, Tiffany M.
E. Cleveland, OH

Tolia, Veeral N.
Odessa, TX

Tolliver, Batina C.
St. Louis, MO

Tow, Michael A.
Holmdel, NJ

Tracy, Kristina M.
Philadelphia, PA

Tran, Da Thi
Swarthmore, PA



Tran, Hong T.
Los Angeles, CA

Travis, Harry S.
Grafton, WV

Triest, Yolanda
Brussels, Belgium

Truong, Khanh T.
Los Angeles, CA

Tsai, Chiung T.
Kashsiung, Taiwan

Tsalicoglou, Elina E.
Atheus, Greece

Tsosie, Kaibah Sunshine
Mesa, AZ

Tuli, Shorab
Waltham, MA

Tung, Mike S.
Andover, MA

Tzivanaki, C. Kelly
Atheus, Greece

Unglo, Samuel J.
Pittsburgh, PA

Upalakalin, Joy N.
Edison, NJ

Vallin, Margarita M.
Los Angeles, CA

Van Arsdale, Cristiane M.
Santo Domingo, Dominican Republic

Van, Serey
Revere, MA

Vaughn III, Kenyon
East Cleveland, OH

Verley, Aya
Paris, France

Vermillion, Crystal D.
McLaughlin, SD

Victor, Jean
New York, NY

Vidal, Ana Luisa
Ft. Worth, TX

Villagran Medina, Alvaro
Sevilla, Spain

Villarta, Michelle C.
Adrian, MI

Vincent, Lorin M.
Memphis, TN

Vollrath, Robert
Dusseldorf, Germany

Vosburgh, Kirby C.
Schenectady, NY

Wagner, Cynthia M.
Chicago, IL

Walters, Vanessa L.
College Station, TX

Wang, Susan J.
Buena Park, CA

Warren, Wilson F.
Houston, TX





Watkins, LaTanja M.
Louisville, KY

Wee, Christine K.
Huntington Beach, CA

Weibezahn, Christian
Leimen, Germany

Weidner, Phillip R.T.
Anchorage, AK

Weinstein, Joseph R.
Larchmont, NY

Wender, Alison C.
Los Angeles, CA

Wessells, Diana L.
London, England

West, Tara S.
Ft. Worth, TX

Whang, Edward S.
Angola, IN

Whiles, Heather C.
Andover, MA

Wibisono, Andi
Jakarta, Indonesia

Wiener, Nicolas
Port-au-Prince, Haiti

Wildemann, Daniela I.
Munich, Germany

Wilkins, Laura A.
Winter Park, FL

Williams, Caroline D.
Ottawa, Ontario, Canada

Williams, Mary E.
Philadelphia, PA

Williams, Natassah R.
Lawrence, MA

Winaker, Amanda R.
Houston, TX

Winkler, David W.
Monroe, NY

Winston, Eric D.
Los Angeles, CA

Wong, Lily
Los Angeles, CA

Wong, Miki H.K.
Clovis, CA

Woo, Joo Wan
Cresskill, NJ

Wood, Safisha J.
Ft. Worth, TX

Wood, Steve W.
La Canada, CA

Woods, Contrina M.
Atlanta, GA

Wray, Valerie
Louisville, KY

Wright, Courtney J.
Memphis, TN

Wysocan, Paul
Shrewsbury, MA



Yamasaki, Yasuko
North Andover, MA

Yang, Anne J.
Northbrook, IL

Yang, Christopher T-T.
Taipei, Taiwan

Yang, Laura L.
Villanova, PA

Yang, Letitia
Tenafly, NJ

Yasuna, Jean-Paul M.
Visalia, CA

Yau, Esther
Hopewell Junction, NY

Ybarra, Fernando
Seville, Spain

Yee, Amy
Brookline, MA

Yelle, Maria S.
Salem, NH

Yerian, Kelsey M.
Poland, OH

Yinug, C. Falan
Hyattsville, MD

Yokoo, Takeshi
Briarcliff Manor, NY

Yoon, Jane
River Vale, NJ

Yoon, Tim S.
West Bloomfield, MI

Yordan, Luis E.
Mayaguez, PR

Young, LaDiva M.
Chicago, IL

Young, Rashad M.
Dayton, OH

Yu, Jennifer C.
Westminster, MA

Yun, Andrew
Torrance, CA

Yung, Helen H-Y.
Hong Kong

Zanders, Tyiesha
Bronx, NY

Zane, Warren K-M.
Honolulu, HI

Zarraby, Neda N.
Piqua, OH

Zerri, Massimiliano
Bologna, Italy

Ziller, Christoph M.
Bad Homburg (Hessen), Germany

Zmiron, Laurent J.
Paris, France

Zuniga, Richard M.
Bloomfield Hills, MI





The Faculty 1991



Bensley, Jennifer, M.A.T.
HC

Berger, Andrew, B.S.
*TA in Physics and
Mathematics*

Bethencourt, Joanna, B.A.
TA in ESL

Bignami, Francesca, B.A.
English

Abbruzzese, Martha, B.A.
*TA in Mathematics and
Science, HC*

Adair, Jordan, M.A.
English

Akintayo, Akintunde,
M.Sc.
TA in (MS)²

Ankner-Mylon, Jennifer
HC

Ankner-Mylon, Steven
Science

Argyros, Ellen, M.A.
HC

Baldwin, John, M.A.
ESL

Banks, Ronald, B.A.
TA in Psychology

Barrett, Mary Jeanne, B.A.,
B.Ed.
*Director of Earthlens
Program*

Barry, Kamissa, M.A.
Language Lab, HC

Bayard, Yolande, M.A.
French

Beinart, Phyllis, B.F.A.,
M.A.
Intensive Studio Art

Belcher, Max
Intensive Studio Art

Birmingham, Ruth
Wendy, B.A.
TA in ESL

Bohmer, Diana, B.A.
ESL, English

Boljkovac, Craig, B.S.
Earthlens Program

Breen, Kevin, B.A.
TA in English

Brown, James, B.A.
Mathematics

Brown, Joyce, M.S.
(MS)² College Counselor

Bryan, Elizabeth, M.A.
Mythology, HC

Cardozo, Kevin, B.A.
TA in Science

Carter, Linda, B.A.
(MS)² English

Carter, Stephen, Sc.B.,
M.A.L.S.
Mathematics



Cassidy, David, M.Div.
*TA in Philosophy, Speech
& Debate*

Chatterjee, I. Neel, B.A.
TA in Speech & Debate

Cheatham, Cindy, B.A.
TA in History

Christie, Ronald, B.A.
TA in ESL

Cogliano, Frank, M.A.
History

Cogliano, Mimi, M.S.
Science, HC

Cohen, Paul, B.S.
Science, TA in (MS)²

Collins, Richard, M.A.,
M.Ed.
History

Constable, Isabel, B.A.
Science

Costanzo, Anthony, B.S.
Assistant in Science

Craddock-Willis, Andre,
M.T.S.
Psychology

Crawford, Robert, M.A.
History

Davies, Christopher,
Ed.M.
Mathematics, HC

deNiord, Elizabeth, M.S.
ESL

Denman, Margaret-Love,
M.A.
English, HC

Desai, Shreyas, M.S.C.
TA in (MS)²

Desmond, Barbara,
M.Phil.
ESL, English, HC

Dominitz, Jennifer, B.A.
TA in ESL and English

Downer, Martha, B.A.
Science, HC

Dumphy, Kathryn, B.S.
Physical Fitness, HC

Efinger, Cynthia, B.S.
Assistant in Photography

Efinger, Mark, B.A.
ESL, HC

Eichen, Lee, B.A.
TA in (MS)²

Etkins, Michael, B.A.
*Mathematics, Computer,
HC*

Faux, Russell, M.A.
Director of ESL

Feng, Elizabeth, B.A.
TA in (MS)²

THE FACULTY 1991



Henderson, Mary, M.A.
Earthlens Program

Holden, Julie, B.A.
TA in English

Holley, Leon, M.A.
Science Coordinator

Hopkins, John, M.B.A.,
Ed.M.
ESL, HC

Housel, Christy, B.A.
*TA in Philosophy,
English*

Howard, Jonathan, B.A.
TA in Mathematics

Howells, Richard, M. Phil.
*Speech & Debate, Fine
Arts, HC*

Hudson, William, B.A.
(MS)²

Hullar, Timothy, B.S.
Science, HC

Hunter, Bruce, M.A.
College Counselor

Jacob, Lucy, M.S.
Psychology, HC

Johnston, Jennifer, B.A.
Geography, HC

Jones, Jilaine
Intensive Studio Art

Kautz, Mark, B.A.
TA in English



Kezar, Dennis, B.A.
English, HC

Kisor, Colin, B.A.
*TA in History and
Economics*

Koo, Juliet, B.A.
TA in (MS)²

Kornblum, Jacqueline,
B.A.
*Speech & Debate
TA in English*

Kuhlmann, Terry, M.A.
HC

Kulakow, Adam, B.A.
OCEANS, Film

Larson, Kristen, B.A.
TA in ESL, English

Lenicheck, Jon, B.A.
TA in History

London, David, A.B.
English, HC

Maqubela, Temba, B.S.
(MS)²

Maqubela, Vuyelwa, B.A.
HC

Matejic, Larisa, B.S.
*TA in Mathematics and
Computer*

McCann, Rebecca, M.A.
*Spanish, HC,
International Student
Coordinator*



McGlennon, Holly, B.A.
Dean, HC

McGrory Klyza, Sheila,
M.A.
*ESL, Speech & Debate,
HC*

McMurray, John, M.A.T.
*Director of Intensive
Studio Art Program*

Melkonian, Nairi, M.S.
*Assistant Athletic
Trainer*

Meyers, Thomas, M.A.
ESL

Moore, Calvin, J.D.
Politics

Muldoon, Robert, M.S.
TA in English

Mulvihill, Naomi, B.A.
HC

Nelson, Nadine
TA in (MS)²

Nobles, Melissa, M.A.,
M.Phil.
Speech & Debate

Novis, Esther, A.B.
Science

Oelhafen, Richard, B.A.
*TA in History and
Spanish*

Oetjen, Marielle, B.A.
TA in Psychology

Ferman, Janice, B.A.
*TA in Science and
Photography*

Figueroa, Yliana, M.Ed.
*TA in Intensive Studio
Art*

Fink, Robert, Ph.D.
English

Flowers, Stacey, M.A.T.
English, HC

Ford, Margaret, M.S.
History

Fulford, Shawn, M.A.
Mathematics

Genaro, Teresa, B.A.
English, HC

Gleason, Amy, M.Ed.
Mathematics

Go, Paul, M.A.
English, HC

Goodyear, Numi, Ph.D.
OCEANS

Gottfried, Roy, Ph.D.
English

Griffith, Todd, B.A.
TA in English

Grogan, Maxine, B.A.
Dean of Admissions

Hampton, Bernadette, B.S.
TA in (MS)²



O'Hara, Susan, M.A.
*Coordinator of
Competence Program
English*

Olsen, Elizabeth, A.B.
OCEANS

O'Neill, Tina Lykke, B.A.
English and (MS)², HC

Orzoff, Andrea, B.S.
TA in English

Paradis, Daniel, M.A.T.
ESL, HC

Peffer, Randall, M.A.
*Captain of the Sarah
Abbot*

Plumb, Susan, B.A.
TA in ESL

Pottle, David, Ph.D.
Dean

Powers, Thomas, B.A.
*TA in French and
Photography*

Priour, Dominique
French, HC

Quattlebaum, Edwin,
Ph.D.
*Director of Trips and
Tours*

Rahill, Hannah, B.A.
TA in English

Raymond, Thomas, M.S.
ESL

Redfield, Sarah, M.A.
History

Rice, Grantland, M.A.
English

Richardson, Jonathan, B.A.
Photography

Rno, Sung, M.F.A.
ESL, HC

Rodriguez, Rachel, B.A.
TA in English and Film

Rogers, Susan, M.A.
Intensive Studio Art

Roman, Maria Jose, B.A.
TA in Spanish

Rozmiarek, Daniel, M.A.T.
*TA in Economics and
Geography*

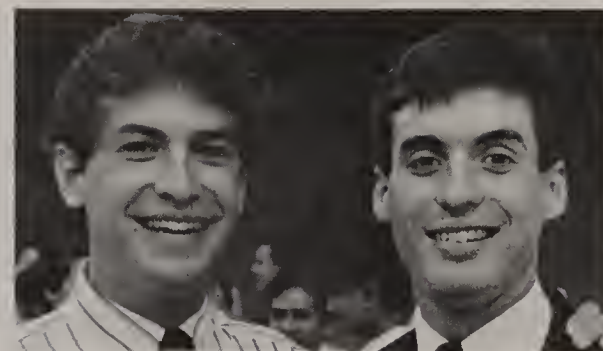
Rubin, Richard, M.A.
*English, Speech &
Debate, HC*

Safier, Neil, B.A.
TA in ESL and English

Samson, Amy, B.A.
TA in ESL, HC

Schaphorst, Kennneth,
D.M.A.
Physics, Electronics, HC

Schwarzer, Margaret,
M.Div.
Chaplain, English, HC



Schwarzer, Mary, B.A.
*TA in Politics and
English, HC*

Schwemm, Diane, M.A.
English

Scott, Anthony, M.A.
(MS)²

Shaw, Thomas, M. A.
English, HC

Shepard, Christopher,
M. A.
ESL, HC

Sherrill, Walter, M.S.
Director of (MS)²

Smith, Janet, B.A.
Computer

Smith, Rebecca, B.A.
*TA in English and Fine
Arts*

Sojola, Thulani
TA in (MS)²

Sparkman, Robin, B.A.
*TA in Speech & Debate
and English*

Spence, Matthew, B.A.
TA in ESL

Stableford, Jonathan,
M.A.T.
English, HC

Sturges, Anne, B.A.
TA in Psychology

Sykes, Elwin, M. A.
Director

Sykes, Rebecca, M.S.W.
Director of Social Events,

Telk, Christopher,
B.S.M.E.
*Director of Encounter,
HC*

Tolan, William, B.F.A.
HC

Truxes, An-Ming, M.A.T.
HC

Truxes, Thomas, Ph.D.
Economics

Ugoretz, Kathryn, B.A.
TA in English

Wadsworth, Sophia, B.A.
*TA in Encounter and
English*

Walker, Edith, M.A.
(MS)²

Wanat, Stanley, Ph.D.
Psychology

Washburn, Elizabeth, B.A.
HC

Washburn, Peter, B.A.
(MS)²

Watson, LaTonya
TA in (MS)²

Watt, J. Peter, Ph.D.
HC

THE FACULTY 1991

Welbon, Anita, M.Ed.
(MS)²

Wennik, Joseph, M.A.
*Coordinator of
Afternoon Activities*

Westbrook, Wendell,
B.S.
TA in (MS)²

West Harper, Gloria,
M.S.
(MS)²

Wilkin, Elizabeth,
M.F.A.
HC

Williams, Vayesha, B.A.
TA in ESL and French

Woodworth, David, B.S.
(MS)²

Wray, Thomas, B.S.
Trainer

Yocum, Denise, Psy.D.
*Psychological
Counselor*

Yu, Susan, B.A.
TA in Science

Zimmerman, Karen,
M.A.
English, HC

Zimmerman, William,
M.A.
Philosophy, English

Zychowicz, Paul
OCEANS



ADMINISTRATIVE STAFF

Joanne Borland, M.D.
Physician

Edward Eich, B.A.
Photographer

Christopher Ferris
Director of Public Safety

Barbara Fitzgerald
*Director of Central
Services*

Aloysius Hobausz, S.B.
*Director of Audio-Visual
Center*

Aleta Sousa
*Acting Director of
Academic Computing*

Terry Morgan
*Assistant Music
Librarian*

Susan Noble, M.L.S.
*Director of Oliver
Wendell Holmes Library*

John Reynolds, M.F.A.
*Director of Addison
Gallery of American Art*

Jason Stableford
*Assistant to the
Photographer*

Sally Slade Warner, Ch.M.
Music Librarian

June Wermers
*Athletic Office
Administrative Assistant*

OFFICE STAFF

Judith Calvert
Administrative Assistant

Marie Ferraguto
*Treasurer, Assistant to
Director of Admissions*

Aggie Jacobellis
*Assistant to Director of
Admissions*

Sharon Hill
*Administrative Assistant
to the Director of (MS)²*

Joyce Malmberg
Clerical Assistant

Phyllis Pottle
*Administrative Assistant
to the Director*

Judy Saladini
Clerical Assistant

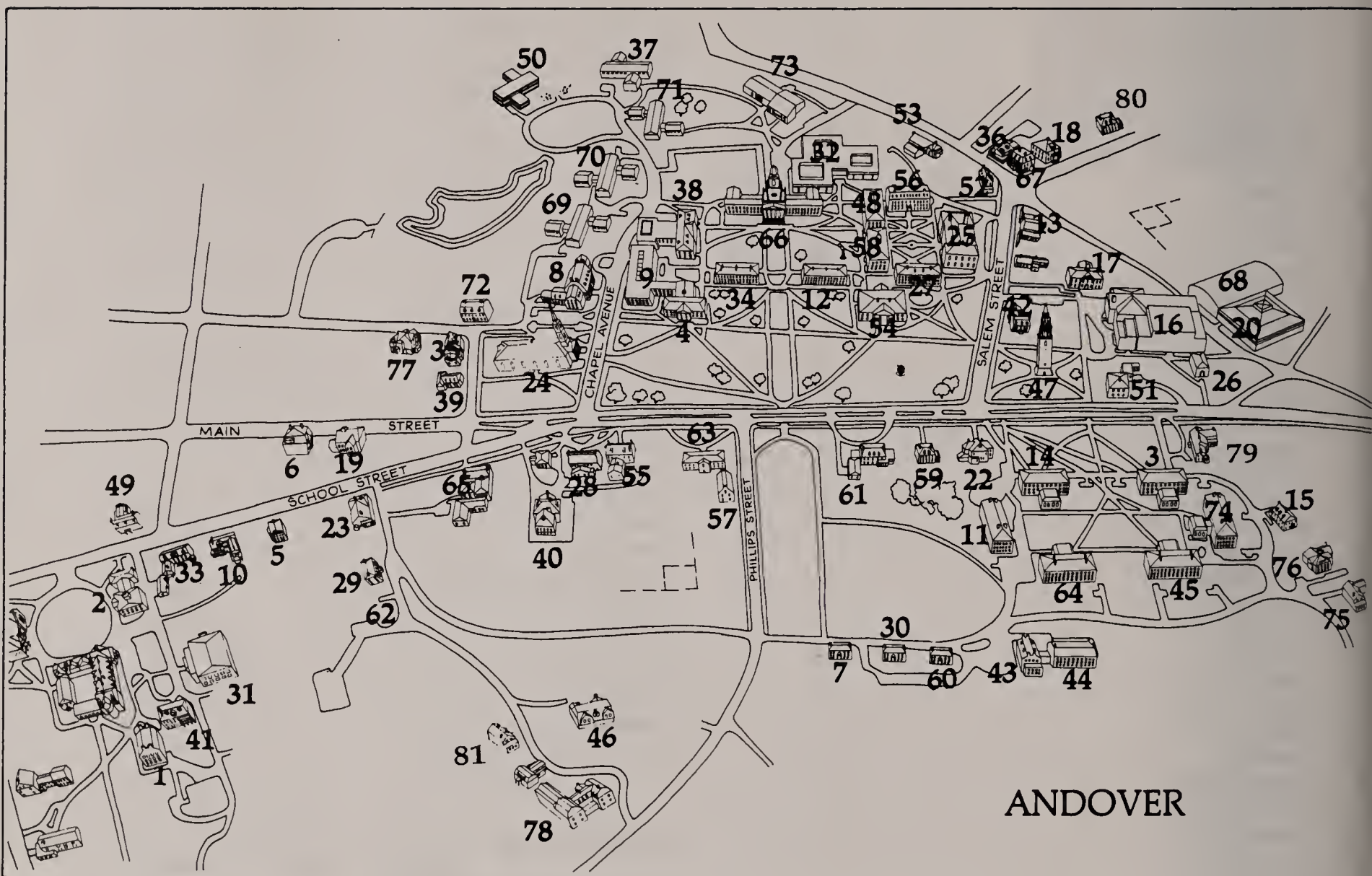


1991 Enrollment and Geographic Distribution

Geographic Distribution : 45 States, District of Columbia, Puerto Rico and 33 foreign countries

Alaska	2	Austria	1
Arkansas	2	Belgium	2
Arizona	5	Brazil	4
California	86	Canada	3
Colorado	1	Denmark	1
Connecticut	6	Dominican Republic	9
Delaware	1	England	5
District of Columbia	6	France	24
Florida	22	Germany	21
Georgia	15	Greece	11
Hawaii	3	Haiti	1
Illinois	37	Holland	1
Indiana	4	Hong Kong	5
Iowa	2	Indonesia	2
Kansas	3	Italy	11
Kentucky	9	Ivory Coast	2
Louisiana	2	Japan	12
Maine	3	Korea	10
Maryland	16	Mexico	4
Massachusetts	77	Monaco	1
Michigan	8	Pakistan	1
Minnesota	2	Peru	1
Mississippi	1	Poland	2
Missouri	6	Portugal	1
Montana	1	Puerto Rico	22
New Hampshire	8	Senegal	1
New Jersey	36	Spain	12
New Mexico	4	Sweden	3
New York	83	Switzerland	8
North Carolina	1	Syria	1
North Dakota	1	Taiwan	7
Ohio	29	Thailand	1
Oregon	3	Venezuela	1
Pennsylvania	16		
Rhode Island	1		191
South Carolina	2		
South Dakota	3		
Tennessee	9		
Texas	41		
Utah	1		
Vermont	2		
Virginia	7		
Washington	4		
West Virginia	3		
Wisconsin	3		
Wyoming	1		
	578		

Class Distribution			
	Boys	Girls	Total
Rising 9th graders	13	5	18
Rising 10th graders	51	71	122
Rising 11th graders	161	216	377
Rising 12th graders	113	115	228
Postgraduates	9	15	24
	347	422	769
Boarding students	335	405	740
Day students	9	9	18
Earthlens	3	8	11
	347	422	769



INDEX OF BUILDINGS

1. Abbey House*
2. Abbot Hall
3. Adams Hall*
4. Addison Art Gallery
5. Alumni House*
6. America House*
7. Andover Cottage*
8. Andover Inn
9. Arts Center
10. Bailey House*
11. Bancroft Hall*
12. Bartlet Hall*
13. Benner House (Ceramics)
14. Bishop Hall*
15. Blanchard House*
16. Borden and Memorial Gymnasiums
17. Bulfinch Hall (English)
18. Burt House*
19. Carter House*
20. Case Memorial Cage
22. Churchill House
23. Clement House*
24. Cochran Chapel
25. Commons (Dining Hall)
26. Cooley House
27. Day Hall*
28. Double Brick House*
29. Draper Cottage*
30. Eaton Cottage*
31. Engineering Building
32. Evans Hall (Science)
33. Flagg House*
34. Foxcroft Hall*
35. French House*
36. Frost House*
37. Fuess House*
38. George Washington Hall
39. Graham House
40. Graves Hall
41. Hall House*
42. Hardy House
43. Isham Hall*
44. Isham Infirmary
45. Johnson Hall*
46. Junior House*
47. Memorial Bell Tower
48. Morse Hall (Mathematics)
49. Morton House*
50. Nathan Hale House*
51. Newman House*
52. Newton-Hinman House
53. Nineteen Twenty-Four House
54. Oliver Wendell Holmes Library
55. Park House
56. Paul Revere Hall*
58. Pearson Hall (Classics)
59. Pease House*
60. Pemberton Cottage*
61. Phelps House
62. Power Plant
63. R. S. Peabody Foundation and
Archaeological Museum;
Office of Public Safety
64. Rockwell Hall*
65. Samaritan House*
66. Samuel Phillips Hall (History
and Modern Foreign Lan-
guage)
67. Smith House*
68. Sumner Smith Hockey Rink
69. Stearns House*
70. Stevens House*
71. Stimson House*
72. Stowe House*
73. Elbridge Stuart House*
74. Taylor Hall*
75. Thompson House*
76. Tucker House*
77. Whitney House*
78. Williams Hall*
79. Moses Stuart House
80. Hearsey House*
81. Carriage House*

* Dormitory

Index of Courses

Major Courses

THE VISUAL ARTS, 21

Intensive Studio Art

DRAMA, 22

Dramaworks

ENGLISH, 24

Writing Program

Competence in Writing

Speech and Debate

Critical Reading and
Writing Across the
Curriculum

Creative Writing

Writing the Personal Essay

Literature

Careful Reading and
Persuasive Writing

Interrogating Great Texts

British and American Women
Writers

Modern European and
American Fiction

Mythology and Folklore

English as a Second Language

HISTORY, ECONOMICS, AND

POLITICS, 30

The African-American
Experience

Colonial History and the
American Revolution

The United States, 1800–1945

The Cold War 1946–1990

Law, Politics and Society

Spies, Terrorists and
Revolutionaries

An Introduction to Economics

International Relations

LANGUAGES, 34

Elementary Chinese

Intermediate and Advanced
French

MATHEMATICS, 34

Intermediate Algebra

Pre-Calculus

Introduction to Calculus

Calculus

Geometry

Probability and Statistics

COMPUTER, 36

Computer Programming

PHILOSOPHY AND PSYCHOLOGY, 37

Law and Morality

The Big Questions:

Contemporary Philosophies
of Human Life

Social Psychology

Performance Enhancement

SCIENCE, 39

OCEANS

Conceptual Physics

Modern Astronomy

Animal Behavior

Human Anatomy and
Physiology

Intensive Beginning Chemistry

Experimental Chemistry

Minor Courses

ART, PHOTOGRAPHY, FILM, AND

MUSIC, 42

Ceramics

Beginning Photography

Intermediate Photography

Graphics and Photography

Studio Art

Understanding the Fine Arts

Film and Society

History of Jazz

ENGLISH, 44

Writing Program

Basic Exposition

Writing About Literature

Etymology and Semantics

Speech and Debate

Literature

Contemporary Literature/

Contemporary Issues

The Supernatural Novel and
Spiritual Reality

Surrealism in Fiction

Working with Shakespeare

GEOGRAPHY, 47

World Geography: Global
Awareness Through
Regional Exploration

HISTORY, ECONOMICS, AND

POLITICS, 48

Money, Banking, and the
Economy

International Relations

The Vietnam Generation

The Old World Meets the New:
European Settlers and Their
Relations with Native
American Nations

LANGUAGE, 49

Conversational French

MATHEMATICS, 50

Intermediate Algebra

Trigonometry

COMPUTER, 50

Friendly World of Computers

PSYCHOLOGY, 50

Social Psychology

SCIENCE, 51

Advanced Labs in Biology

Ecology as a Minor

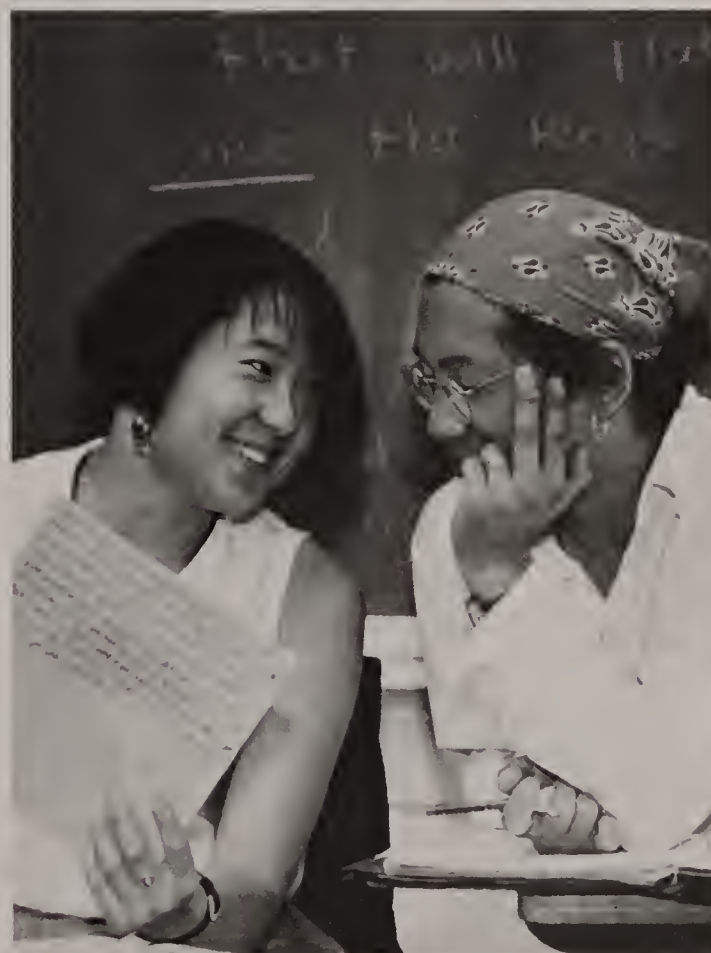
Athletic Fitness Training

Introduction to Electronics

General Index

Academic Credit, 12
 Academic Requirements, 11
 Academic Standards, 11
 Admissions, 52
 Afternoon Activities, 16, 87-88
 Art Gallery, 6, 74-75
 Arts and Communications Center, 6
 Athletics, 16
 Campus, Map of, 74-75
 College Counseling, 16
 Daily Schedule, 16
 Day Students, 9
 Discipline, 10
 Dormitory Life, 9
 Dress, 14
 Encounter Program, 17
 English as a Second Language, 29
 Faculty and Administration, 69-72
 Fees and Expenses, 12, 17, 18, 21, 22, 39, 42, 43, 52, 53, 78
 Financial Aid, 53
 Grades, 11
 Homework, 11, 15
 International Student Information, 78, Information Sheet (special insert)
 Library, Oliver Wendell Holmes, 6, 74-75
 Major Courses, 21-41
 Medical Care, 18
 Minor Courses, 42-51
 (MS)² Program, 13
 Music, private instruction, 12
 OCEANS Program, 39
 Off-Campus Excuses, 14
 Off-Campus Trips & Tours, 17
 Religious Services, 18
 Scholarships, 53
 Spending Money, 53
 Students, 55-67
 Studio Art, Intensive, 14, 21
 The Phillips Academy Summer Session, 8
 Tuition, 53
 The Winter Session, 19
 Work Program, 14

The Summer Session, in accordance with Phillips Academy's policy, admits students of any sex, race, color, sexual orientation, national and ethnic origin.



Application Forms

INSTRUCTIONS FOR COMPLETING YOUR APPLICATION:

Please Return All Application Materials in the Large Envelope Provided in the Back of the Catalogue.

1. Fill out Application Form 1 completely and attach the non-refundable \$25 application fee (\$40 international student application fee). Checks should be made payable to the Trustees of Phillips Academy and must be drawn on a U.S. bank in U.S. funds. U.S. banks now refuse to cash checks denominated in foreign currency. International Students, please refer to separate International Student Information Sheet for payment guidelines.
2. **Autobiography:** *Without help*, please write a letter in which you introduce yourself. Since the Autobiography is used in lieu of an interview, please be as complete as possible and discuss the following: interests, activities (extra-curricular, community, athletic), or experiences you enjoy or value most. What are your reasons for wishing to attend the Phillips Academy Summer Session? What contribution to society would you most like to make? Students applying for the English as a Second Language Program, please write your essay yourself, *in English*, in order to improve our placement process.

Forms 2, 3 and 4 are to be given to your counselor/teachers with an envelope for each. To ensure confidentiality, ask that each form be placed in an envelope which should be sealed and signed across the seal.

3. Request that your guidance counselor fill out **Form 2** and include a copy of your complete transcript **including the most recent ('91-'92) grades.**
4. Ask two *current* teachers to fill out **Forms 3 and 4** (Teacher Recommendations).
5. Thoroughly read the descriptions of Afternoon Activities on Form 5. Then, according to the directions, list your first four choices in order of preference.
6. Assemble *all* of the above materials IN THE ENVELOPE PROVIDED; (use the check list on front of envelope) and return to Phillips Academy Summer Session. AFFIX ADEQUATE POSTAGE FOR THE APPLICATION PACKET.

SPECIAL REQUIREMENTS FOR SPECIAL PROGRAMS:

Intensive Studio Art Applicants:

1. The general application procedure except Form 3 should be given to an art teacher and Form 4 to an academic teacher.
2. Include a portfolio (see page 21).

Dramaworks Applicants:

The general application procedure with the following additional requirements:

Acting Applicants: A video audition of no more than ten minutes containing two contrasting (for example, comedic and tragic) monologues and one song of any type showing vocal ability.

Dance Applicants: A video audition of no more than ten minutes presenting as many dance styles as possible as well as one song of any type showing vocal ability.

Design Applicants: A portfolio including any evidence of previous design work (i.e., slides, photos, drawings, additional letters of recommendation, etc.).

Please Remember: No application for admission will be considered until all material has been received (including current grades on transcript).

Note to Financial Aid Applicants: The deadline for receiving your completed Financial Aid Form is March 1.

ENTRANCE APPLICATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4166

1

TO BE FILLED OUT BY APPLICANT AND SIGNED BY PARENT (Please Print)

1. Name _____ Sex _____ June Age _____ Date of Birth _____
Last (Family) First Middle Mo/Day/Year
(Please circle name you use.)

2. Home Address _____
Street and Number City State Zip Code

Mailing Address (if different) or P.O. Box # _____

3. Father _____ or Guardian _____

Address _____
Street and Number City State Zip Code

Home Phone () _____ Office Phone () _____
Area Number Area Number

Mother _____

Address _____
(if different from above) Street and Number City State Zip Code

Home Phone () _____ Office Phone () _____
Area Number Area Number

PLEASE SPECIFY IF REPORTS ARE TO BE MAILED TO PARENTS WITH SEPARATE ADDRESSES. ☐ yes ☐ no

4. Present School _____ Present Grade level _____

5. School Address _____
Street and Number City State Zip Code

6. Name of Guidance Counselor _____

7. Refer to "Academic Requirements" in the Catalogue for guidance in choosing your courses. The course load for each student is 18 hours of class work a week which is fulfilled by taking either a 12-hour major course and a 6-hour minor or by taking one 18-hour course. (Note: No minor course selection should be made for Intensive Studio Art, OCEANS, DRAMAWORKS, or an 18-hour major.)

Since on occasion it is necessary to cancel a course that has not drawn sufficient enrollment, since it often happens that popular courses fill up quickly, and since it is not possible to offer multiple sections in all courses, it is imperative that the applicant select courses carefully and list **ALL FOUR CHOICES IN ORDER OF PREFERENCE**.

MAJOR COURSE CHOICES

MINOR COURSE CHOICES

1st _____

1st _____

2nd _____

2nd _____

3rd _____

3rd _____

4th _____

4th _____

(Over)

8. If you are an Intensive Studio Art applicant, please check here ☐

(Please remember that a portfolio (slides or prints) must accompany your application.)

Which of the Visual Arts do you wish to emphasize (Ceramics, Painting, Photography, Printmaking, or Sculpture)?

9. What musical instrument do you play? _____ How many years? _____

Do you play in an Orchestra? _____ Chamber Ensemble? _____ Jazz Band? _____

10. International Students: please fill in the following information carefully:

Date of birth _____ Country of birth _____ Country of Nationality _____
Mo/Day/Year

Do you have a U.S. or Diplomatic passport? Yes ☐ No ☐

I-20 Immigration forms will be sent to you for completion after you have confirmed your intention to attend.

11. Financial Aid Applicants: Do you require financial aid from the Summer Session? Please apply for aid only if it is absolutely necessary. (Aid applicants MUST mail in the pink Application for Financial Aid. Ask for this form immediately if you need one. The deadline for completed scholarship applications is March 1.)

YES NO

12. Are you applying as a Day Student? (See page 9.)

13. Are you also applying to the 1992-93 regular winter session at Phillips Academy?

14. Do you have any relatives who are graduates, students, former Summer Session students, or employees of Phillips Academy?
(If so, give name(s), relationship to you, and relationship to the Academy.)

How did you become aware of the Summer Session?

15. Signature of parent or guardian _____ Date _____

Signature of applicant _____ Date _____

Please place this application, together with the rest of the application material, in the envelope provided at the back of the catalogue and return to:

Maxine Grogan
Dean of Admissions
THE PHILLIPS ACADEMY SUMMER SESSION
Phillips Academy
Andover, MA 01810-4166

SCHOOL REPORT

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4166

2

TO BE FILLED OUT BY YOUR GUIDANCE COUNSELOR AND RETURNED WITH YOUR LATEST TRANSCRIPT.

(If your school has no guidance counselor, have this form filled out by a teacher.)

All application materials should be returned in the large envelope provided in the back of the Catalogue.

(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Applicant's Address _____

Guidance Counselor's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1200 boys and girls. Its rigorous program is designed for very able students. The Phillips Academy Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Guidance Counselor:

Your early attention is crucial to the applicant's admission to the Phillips Academy Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

Please provide the following information:

1. His or her **latest transcript**, including the **current year's grades**. (If semester grades are not available, midterm grades are acceptable.)
2. All recent significant achievement and aptitude **test results**.
3. Number of students in candidate's entire grade. Exact or approximate rank (by decile) from top in entire grade. (Please estimate if exact rank unavailable.)

4. Please check:

This student is in an honors ☐, advanced ☐, standard ☐ level.

Classes are not sectioned ☐.

5. If student is applying for ESL Program, please check the following:

English Fluency: Excellent ☐ Good ☐ Fair ☐ Poor ☐

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. **Please indicate below your estimate of the applicant's promise of success in a demanding program.**

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Position _____

School Address _____

(School Name)

(Street)

School Tel. No. () _____

(City)

(State)

(Zip)

Counselor's Office No.

(if different) () _____

How long have you known applicant; in what relationship? _____

Thank you for your help in completing this form. Please make sure that you have signed the envelope across the seal for confidentiality.

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4166

3

TO BE FILLED OUT BY A CURRENT TEACHER

(Intensive Studio Art students give to art teacher.)

All application materials should be returned in the large envelope provided in the back of the Catalogue.

(PLEASE PRINT)

Applicant's Name _____
Last First Middle

Teacher's Name _____

Phillips Academy, founded in 1778, is a four-year boarding school of 1200 boys and girls. Its rigorous program is designed for very able students. The Phillips Academy Summer Session, an integral part of Phillips Academy, accepts students from all sections of the United States and foreign countries. The academic program requires six to eight hours each day, in class and in preparation. The purpose of the Session is to offer the able student an opportunity to deepen or extend his or her learning in a field, not to remedy weaknesses in an area of difficulty. Life in the Summer Session encourages development of self-reliance and is not suited to those who need constant supervision.

Dear Teacher:

Your early attention is crucial to the applicant's admission to the Phillips Academy Summer Session. We would appreciate your greatest dispatch. Applications must be complete before consideration by the Admissions Committee.

We seek to create a pleasant summer community in which faculty and students engage in rigorous and imaginative academic work. Please indicate below your estimate of the applicant's promise of:

a. success in a demanding program?

b. contributing to the community life of the Summer Session?

Please check:

This student is in an honors ☐, advanced ☐, or standard ☐, level.

Classes are not sectioned ☐.

(Over)

Candidate's Name _____

In relation to others in the candidate's age group whom you have known, please check the appropriate box for each item below, or, please substitute a written statement describing the candidate.

	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Skill and Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

School Address _____

(School Name)

(Street)

School Tel. No. () _____

(City)

(State)

(Zip)

How long have you known applicant; in what relationship? _____

Thank you for your help in completing this form. Please make sure that you have signed the envelope across the seal for confidentiality.

TEACHER RECOMMENDATION

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4166

4

TO BE FILLED OUT BY A CURRENT TEACHER

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Applicant's Name _____
Last First Middle

Teacher's Name _____

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- a. success in a demanding program?
- b. contributing to the community life of the Summer Session?

Please check:

This student is in an honors ☐, advanced ☐, or standard ☐, level.

Classes are not sectioned ☐.

(Over)

Candidate's Name _____

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	Truly Outstanding	Excellent	Good	Fair	Below Average	Insufficient Evidence
Academic Qualities						
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Achievement (as compared to potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Qualities						
Seriousness of Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to Live within the Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Subject Taught _____

School Address _____

(School Name)

(Street)

School Tel. No. () _____

(City)

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How long have you known applicant; in what relationship? _____

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AFTERNOON ACTIVITIES

Summer Session

Phillips Academy, Andover, Massachusetts 01810-4166

5

The Afternoon Activities program meets Monday, Tuesday, Thursday, and Friday afternoons. EACH STUDENT ACCEPTED INTO THE PROGRAM MUST TAKE PART IN AN ACTIVITY. The program is divided into two three-week sessions. At the end of the first three-week session, most students are assigned to a new activity. Those desiring to stay in the same activity for both three-week sessions may do so only if that activity is undersubscribed for the second session and if the coach gives permission. All activities are open to both boys and girls.

ANY SPECIAL DRESS, EQUIPMENT, OR EXPERIENCE IS NOTED IN THE ACTIVITY DESCRIPTION

- | | |
|-------------------------------|--|
| Aerobic Dance Exercise | Aerobics is a serious, yet entertaining, way to improve cardio-vascular fitness, balance, strength and flexibility. Classes are taught to music and include both low and high impact aerobics. Two levels are offered. Aerobics shoes, while not required, provide support and cushion the feet. |
| Basketball | Boys and girls work on the skills of the game and are organized into teams to compete on an intramural basis. |
| Cricket | The British ancestor of American baseball. For those who have never played and for those who play well. Instruction and play. |
| Dance | No experience is necessary. In Dance the emphasis is on communication through movement and improvisation. Some modern ballet and jazz techniques will be given. |
| Encounter | This is an adventure-based program in which students encounter many unfamiliar situations and problems; they are challenged both mentally and physically. Activities include: initiative problems, map and compass, and other problem-solving situations. The only equipment needed is old clothes and a pair of old sneakers. |
| First Aid | This is the American Red Cross First Aid class. The participants will learn Rescue Breathing and CPR as well as appropriate first aid for most common emergencies, such as bleeding, fractures, temperature extremes, bites and poisonings. (Certificate earned; \$20 fee.) |
| Physical Fitness | This program is designed to improve muscle tone, strength, endurance, and flexibility. It can be both a pre-season conditioner for athletes or a fitness program for others. Activities include weight training, running, agility drills, and calisthenics. Everyone is welcome, but participants should prepare for a rigorous, demanding activity. |
| Power Walking | Whether one has experience or not, this activity involves one in an exciting Olympic sport. |
| Running | This is an afternoon activity for any kind of runner, even joggers, and for the beginner as well as for the most experienced. Each participant runs with her/his chosen group: slow, medium, or fast, but all students will be expected to stretch and run, using this experience as a chance to improve their endurance. Students must wear proper running shoes. |
| Soccer | Players are organized into teams and receive some instruction in the rudiments of the game. There are numerous skill levels, and everyone will find a proper niche. There is also a Monday night faculty-student game. Both boys and girls must bring molded cleats. Shin guards are required and available in the athletic stockroom. |

(Over)

- Softball** Open to everyone and played for both the fun of it and for competition. Instruction is available for those who need it. Players should bring their own gloves.
- Squash** This sport is offered as a free play activity, but instruction is given to those who want it. The school furnishes the balls and the players supply their own rackets which can be purchased here (under \$25) or rented. Players must also have shoes with non-marking, light colored soles.
- Styx Ball** This is a co-ed running game involving throwing and catching a ball with a stick called a "crosse." It is a hybrid of Girls' Lacrosse and Boys' Lacrosse, without the latter's roughness and with something of the former's grace and "continuous motion," a combination which has proved very popular in the Summer Session. Styx Ball requires a special ball and stick which are provided each player by the school at no cost.
- Swimming** Swimming takes place in the indoor, six-lane pool. Swimmers are required to have nylon or other synthetic fabric swimming suits. Those with long hair must wear bathing caps. The group is divided into beginners, advanced beginners, fitness swimmers and competitive swimmers. Almost all beginners can learn how to swim in three weeks. Swim fitness includes dry land stretching exercises, swimming and some stroke instruction.
Mini-clinics on diving, turning, and performing the various strokes are offered regularly. The competitive program includes advanced stroke instruction, and interval training for experienced swimmers.
- Tennis** The Tennis Program consists of both instruction and recreational play at the beginning, intermediate and advanced levels. Players must provide their own rackets and tennis balls.
- Ultimate** Ultimate is a team sport resembling soccer, played with a frisbee. It's an exciting and invigorating game.
- Frisbee** Basic skills are reinforced daily.
- Volleyball** Open to everyone and played for both the fun of it and for competition. Instruction is available for those who need it.

List below in order of preference your first four choices for your required Afternoon Activity for the *first three weeks* of the Summer Session. Assignments are made according to the date your completed application is processed. Popular activities fill up quickly. You will be notified of your activity assignment for the first 3-week segment by mail after you have confirmed your intention to attend the Summer Session. Soon after classes begin, students will have the opportunity to sign up for the second half of the summer.

NOTE: If one of your preferences is Swimming, please indicate whether you prefer Beginner or Advanced Beginner Instructional Swimming.
If one of your preferences is Tennis, please indicate whether you prefer Beginning, Intermediate or Advanced.

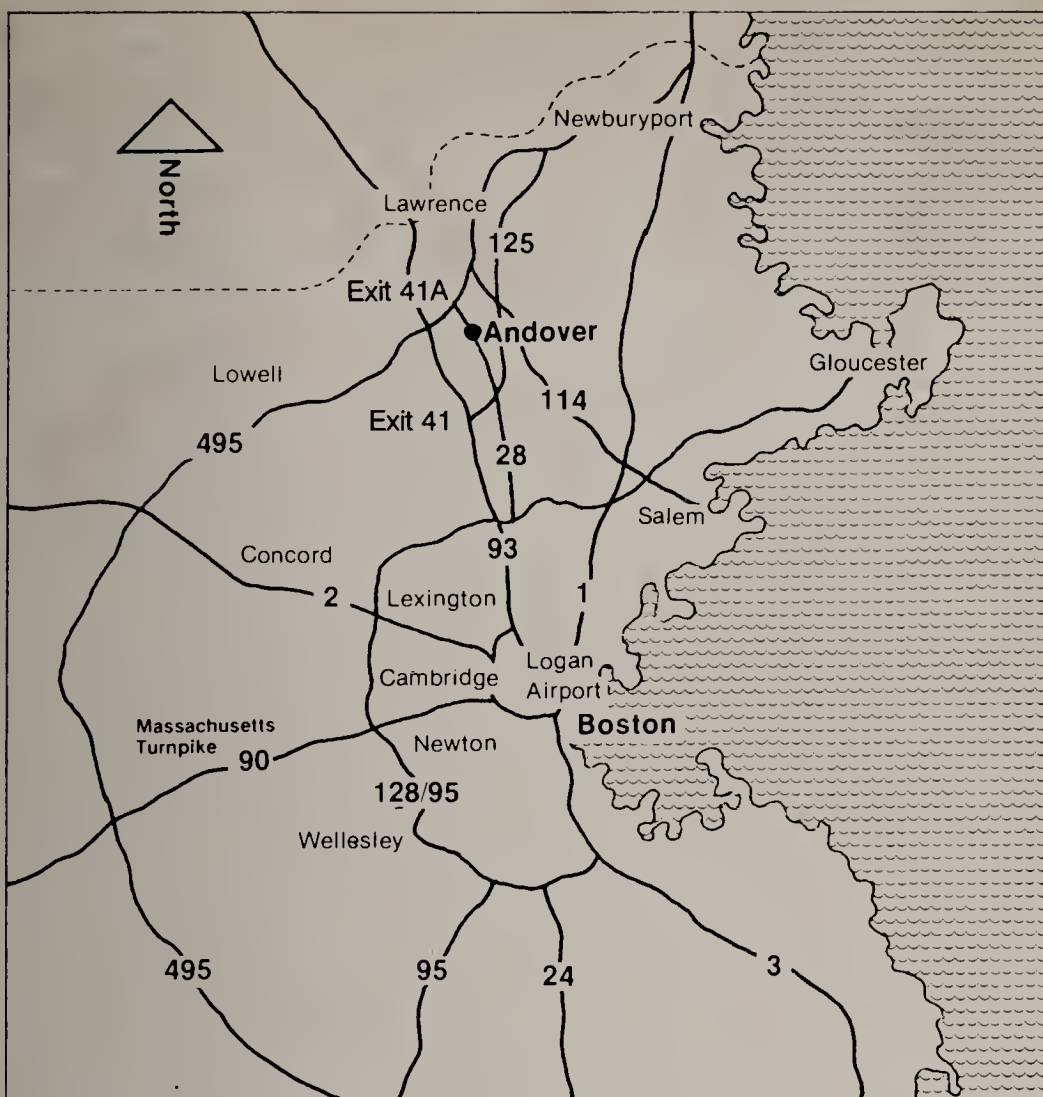
1st Choice _____

2nd Choice _____

3rd Choice _____

4th Choice _____

Your Name: _____ Age: _____ Sex: _____
Last (Family) First Middle



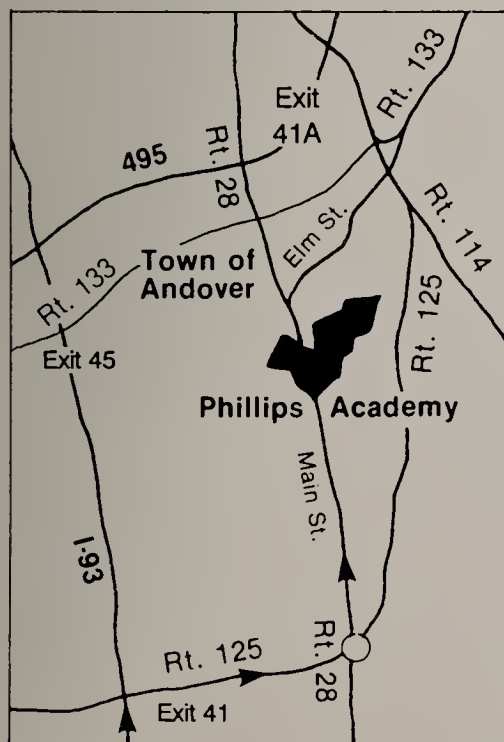
TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Phillips Academy campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. Turn left on Highland Road and then left up first campus road on left. The Summer Session office is marked by a sign at the road's edge beyond the parking lot.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the Andover center. Turn left on Salem Street, by the Bell Tower.

The Trombly Commuter Lines, Inc., runs buses to Andover from the Transportation Building on Charles Street, Park Square, Boston. Visitors should call the bus company at 508-937-3626 for up-to-date information.



INNS AND MOTELS IN THE AREA

Andover Inn
Chapel Avenue, Andover
Telephone: (508) 475-5903

Hampton Inn
311 Lowell Street, Andover
Telephone: (508) 975-4050

Boston Marriott Andover
123 Old River Road, Andover
Telephone: (508) 975-3600
(800) 228-9290

The Holiday Inn
Tewksbury-Andover
4 Highwood Drive, Tewksbury
Telephone: (508) 640-9000

Courtyard by Marriott
10 Campanelli Drive, Andover
Telephone: (508) 794-0700
(800) 321-2211

Merrimack Valley Motor Inn
Route 125, Chickering Road
North Andover
Telephone: (508) 688-1851

Days Hotel Andover
131 River Road, Andover
Telephone: (508) 685-6200
(800) 325-2525

Sheraton Andover Inn & Conference Center
Lowell Street, Andover
Telephone: (508) 475-5400

Econo Lodge
Winthrop Avenue, Lawrence
Telephone: (508) 686-9411

Susse Chalet
1695 Andover Street,
Tewksbury
Telephone: (508) 640-0700

PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS 01810-4166

